

Holy Family Catholic School – Faculty of **Communication and Culture** Autumn Half-Term 1 **Year 7**

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
Lesson 1 Week 1 What was life like for the poor in Victorian Britain?	Poverty Victorian Era Destitution	Literary heritage Comprehension and inference	Put the following periods of history in order, starting with the oldest.	I will be able to: - Discuss facts about the Victorian era. - Comment on the growing population of London in the Victorian era. - Explain how and why the poor living conditions and a lack of hygiene led to disease and death for poor people in the Victorian era.	Dickens wrote Oliver Twist in the early Victorian era. In which century did Dickens write this novel? (1) 15th Century 19th Century 20th Century 18th Century	What was life like for the poor in Victorian Britain?
Lesson 2 Week 2 What was life like in a Victorian workhouse?	Orphan Context Workhouse	Literary heritage Comprehension and inference Critical thinking	1. When was the Victorian era? 2. What happened to London's population in the Victorian era?	I will be able to: - Understand that context can shape the way we view a text. - Comment on why life was hard for the	Why was the Poor Law introduced in 1834? (1) The government wanted to reduce begging on the streets.	Red chat: You will be the interviewer. Prepare a list of questions to ask your partner's character about their experiences and beliefs about workhouses.

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			Think harder: What were the differences in the lives of rich people and those living in poverty and destitution during this era?	poor and the conditions of the workhouses. - Identify what Dickens thought about The Poor Law. - Articulate the differences between the rich and the poor in the Victorian era.	b) The government wanted to put all poor people in prison. c) The government thought that poor people deserved to be comfortable. d) The government wanted to ensure poor children were kept safe.	Red zone: Using the red chat, explain who has the most difficult life and why?
Lesson 3 Week 2 What do we learn about the character of Mr Bumble?	Orphan Moral Protagonist	Literary heritage Analysis and interpretation Communication Authors' choices	1. Do you think the story will centre on rich or poor people? Why? 2. What kind of things might happen to give it 'a note of sadness'?	I will be able to: - Make predictions about a novel's opening. - Explain in full sentence what we learn about the character of Mr Bumble.	Why might Dickens have made Oliver Twist an orphan in the novel? (3) a) To show all poor children were orphans in the Victorian era. b) To make Oliver's happy	What do we learn about the character of Mr Bumble?

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			3. How do you think the story might relate to Dickens's life? Think harder: What do you think the writer means by: 'not all beginnings are happy ones'?		ending more satisfying. c) To show how hard life was for orphans in the Victorian era. d) To create sympathy for Oliver.	
Lesson 4 Week 2 LI: To know and use verbs, subjects, and capital letters accurately. Writing Mastery Placement Unit - Lesson 1	Verb Subject Capital letter	Writing mastery Communication	Underline the verb in each of these sentences. The first one has been done for you.	I will be able to: - Identify verbs. - Identify subjects. - Know and use capital letters. - Identify what named subjects did.	What is the subject in this sentence? The sun shone brightly. a) The sun b) Shone c) Brightly Which word in the sentence below is a verb? The girl danced all night. a) The b) girl	Choose the correct parts from the box to make sentences about the picture.

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					c) danced d) all e) night	
Lesson 5 Week 2 What is narrative structure? Lesson 1	Structure Short story	Creative writing Critical thinking Communication	Do Now: List up to three stories you can remember from primary school.	In this lesson students will be mastering the following: Mastery content: - Structure refers to the section of a story and the order that they are told. - Stories are well-designed structures with a beginning, middle and end. - Shorter stories are under 4 sides in length.	What is a novel? a) A story told in acts and scenes. b) A story told in chapters. c) A story told in stanzas. d) A story told out loud. What word describes how a short story is organised in three parts? a) Short b) Page c) Structure d) Paragraph	What kinds of setting might you like to write about in your story? How will it connect with your characters?
Lesson 6 Week 3 What is the significance of Oliver asking for more food?	Orphan Glossary Annotate	Literary heritage Comprehension and inference	1. What do you know about workhouses in the Victorian era?	I will be able to: Read and understand an extract from the original novel.	Complete the sentence: An orphan is a child whose parents... a) are Victorian. b) are old.	‘Please, sir, I want some more.’ Why do you think this is the most famous quotation from the whole novel? Why is it so significant?

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Checkpoint assessment		Analysis and interpretation Communication Authors' choices	2. How do the events of Chapter 1 of 'Oliver Twist' relate to the workhouse? Think harder: Why might Dickens want to write about a poor character like Oliver Twist?	- Use a glossary to understand unfamiliar words. - Annotate quotations effectively.	c) are dead. d) are poor. Select the missing adjective: Lots of orphans worked in _____ jobs like chimney sweeping. a) simple b) hard c) mundane d) lucrative Complete the sentence: If an orphan could not find a job, they could be sent... a) to court. b) to prison. c) to the countryside. d) to the workhouse. What could happen to orphans sent to the workhouse? (2) a) They could die of disease or starvation.	

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					b) They might never escape the workhouse. c) They could receive an education. d) They would be allowed to play.	
Lesson 7 Week 3 How does Dickens present Mrs Bumble in 'Oliver Twist'? Marked piece Marking due by 02/10/2026	Corrupt Analytical Extract Parsimonious	Literary heritage Analysis and interpretation Communication Critical thinking Authors' choices	1. What is Oliver asking for more of, and why? 2. How might he feel about asking for more? Think harder: How does this line reveal Dickens' message about poverty in Victorian Britain?	I will be able to: - Read and annotate an extract closely to identify key details about a character. - Know that the first sentence of an analytical paragraph is called a statement. - Write about 'Oliver Twist' in analytical SEIZZE paragraphs.	Which quotation shows Mrs Bumble is corrupt? a) Mrs Bumble was parsimonious. b) She had always scrimped and saved to make sure she had enough to get by. c) Mrs Bumble always made savings when it came to spending money on the children. And yet, she always	How does Dickens present Mrs Bumble in 'Oliver Twist'?

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					made sure she saved enough money for herself. d) Mrs Bumble had plenty of money-saving ideas, like watering down the children's gruel. Which of these things should a statement always do? (1) a) It should focus on two things. b) It should include a quote. c) It should say something accurate. d) It shouldn't answer the question.	

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Lesson 8 Week 3 To know and use subjects, tenses, and capital letters accurately. Writing Mastery Placement Unit - Lesson 2	Subjects Tense Capital letters	Writing mastery Communication	Tick the subject for each sentence.	I will be able to: - Identify subjects. - Use was and were. - Avoid incomplete sentences. - Use capital letters. - Identify what named subjects did.	Which of these is not a correct use of was/were in the past? a) You was angry. b) They were delighted with the result. c) He was tired yesterday. Which sentence is correct? a) We were in Manchester yesterday. b) We was in Manchester yesterday. c) We Were in Manchester yesterday. d) We are in Manchester yesterday. e) We were in manchester Yesterday.	Answer the questions to write sentences about the picture. What did Dawn hold? What did she do?
Lesson 9 Week 4 How and why is Oliver a vulnerable character?	Malicious Vulnerable Undertaker Corrupt	Literary heritage Comprehension and inference	How has Oliver been treated unfairly by the Bumbles?	I will be able to: Comment on how Oliver has been treated unfairly by the Bumbles.	Which sentences use the word malicious correctly? (3) a) The malicious boy threw	How and why does Dickens portray Oliver as a vulnerable character?

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		Analysis and interpretation Communication Critical thinking Authors' choices	Why can't Oliver defend himself from these characters?	- Know and why Oliver is a vulnerable character. - Use SEIZZE to write analytically.	rocks at the cat. b) The teacher made malicious comments about the students. c) It is malicious to try to get people to eat healthily. d) She felt very vulnerable because of all the malicious things they had said about her.	
Lesson 10 Week 4 How does Dickens present the character of Noah Claypole?	Malicious Extract	Literary heritage Analysis and interpretation Communication Critical thinking Authors' choices	List 5 ways in which Oliver is vulnerable in the novel.	I will be able to: - Know that the first sentence of an analytical paragraph is called a statement. - Write about 'Oliver Twist' in analytical	After Oliver attacks Noah, why does Mr Bumble think Oliver has changed? (1) a) Mr Bumble thinks that Oliver has eaten too much meat.	In this extract, how does Dickens present the character of Noah Claypole?

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				paragraphs using SEIZZE.	b) Mr Bumble thinks Noah has been a bad influence. c) Mr Bumble thinks Oliver has been stealing meat. d) Mr Bumble thinks Oliver tries to run away to London.	
Lesson 11 Week 4 To know and use subjects, verbs to write about what happened, avoiding using and, and incomplete sentences.	Subject Verb	Writing mastery Communication	Circle the verb and underline the subject in each of these sentences.	I will be able to: - Identify subjects and verbs. - Avoid using 'and'. - Write about what happened. - Avoid incomplete sentences. - Identify what named subject did.	Which of these sentences is correct? a) She went to the cinema. And she watched a film. b) She went to the cinema. she watched a film. c) She went to the cinema. She watched a film. Which example is correct?	Write sentences about the pictures to make a mini story. Use the words in the box to help you.

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Writing Mastery Placement Unit - Lesson 3					a) He went to the cinema. And he went to the gym. b) He went to the cinema. And He went to the gym. c) He went to the cinema. and he went to the gym. d) He went to the cinema. and He went to the gym. e) He went to the cinema. He went to the gym.	
Lesson 12 Week 4 How do I develop a short story after the opening? Lesson 2	Overcome Challenge Main character	Creative writing Critical thinking Communication	What is narrative structure? Write your own definition. What three main building blocks do you need to clearly structure a story?	In this lesson students will be mastering the following: Mastery content: - The middle should follow on from the beginning. - The end should follow on from the middle.	What is a narrative? a) The main character b) A lie c) A story d) The person who reads a story What is narrative structure? a) How a character is described.	Write the middle of the story you have planned, using our student's opening. A good middle... - Is consistent with character, setting and action. - Shows the main character struggling to

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			What is the difference between a novel and a short story? What are some similarities between novels and short stories?		b) How a story is organised. c) How a writer gets ideas. d) How a setting is portrayed. What is the purpose of the middle of a story? a) The middle should include several different places. b) The middle has a different main character than the beginning. c) The middle of a story always includes a challenge. d) The middle is where the main character has the easiest time in the story.	overcome a challenge.

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Lesson 13 Week 5 Why does Oliver go to London? Checkpoint assessment	Quotation	Literary heritage Comprehension and inference Analysis and interpretation Communication Critical thinking Authors' choices	What made Oliver's life at the undertakers so unpleasant? Make sure you have written each of your answers as a statement.	I will be able to: - Identify and select appropriate quotations to show the difficulties of Oliver's journey to London. - Write an analytical response arguing whether Oliver was right or wrong to flee to London, using SEIZZE.	Oliver seems to have changed since he left the workhouse. Which sentence on page 29 shows us this? 'Oliver was banging on the coffin lid'. 'He was not the quiet, shy boy who had arrived a month earlier'. 'He demanded to be let out'. 'Mrs Sowerberry and Charlotte were stressed and worried'.	Red chat: In pairs, debate whether Oliver was right to run away to London. Red zone: Was Oliver right to run away to London?
Lesson 14 Week 5 How does Dickens present Mrs Bumble in 'Oliver Twist'? Green pen	Corrupt Analytical Extract Parsimonious	Literary heritage Analysis and interpretation Communication Critical thinking	1. What is Oliver asking for more of, and why? 2. How might he feel about asking for more? Think harder:	I will be able to: - Read and annotate an extract closely to identify key details about a character. - Know that the first sentence	Which quotation shows Mrs Bumble is corrupt? - Mrs Bumble was parsimonious. - She had always scrimped and saved to make	How does Dickens present Mrs Bumble in 'Oliver Twist'?

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Marking due by 02/10/2026		Authors' choices	How does this line reveal Dickens' message about poverty in Victorian Britain?	of an analytical paragraph is called a statement. Write about 'Oliver Twist' in analytical SEIZZE paragraphs.	sure she had enough to get by. c) Mrs Bumble always made savings when it came to spending money on the children. And yet, she always made sure she saved enough money for herself. d) Mrs Bumble had plenty of money-saving ideas, like watering down the children's gruel. Which of these things should a statement always do? (1) a) It should focus on two things.	

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					b) It should include a quote. c) It should say something accurate. d) It shouldn't answer the question.	
Lesson 15 Week 5 To know and avoid fused sentences. Writing Mastery Placement Unit - Lesson 4	Fused sentences	Writing mastery Communication	This passage is incorrectly written in the present tense. Underline the verbs and then change them into the past tense.	I will be able to: - Know what fused sentences are. - Avoid fused sentences. - Join sentences correctly. - Identify what named subjects did.	Which of these is not a fused sentence? a) I went to the park it was cold. b) I bought a new hat yesterday. It is orange. c) I took the bus it was not crowded. Which example is correct? a) I felt sad, I bought some chocolate. b) I felt sad I bought some chocolate. c) I felt sad. I buy some chocolate.	Write about what happened in the pictures.

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					d) I felt sad. I bought some chocolate. e) I sad. I bought some chocolate.	
Lesson 16 Week 6 How does Dickens present Fagin as a villain? Marked piece Marking due by 20/10/2026	Villain Persecution Antisemitism Connotation	Literary heritage Comprehension and inference Analysis and interpretation Communication Critical thinking Authors' choices	List: all the adjectives you can think of to describe 'Dodger'. Predict: Where do you think 'Dodger' will take Oliver? What does the word 'den' make you think of? What are the connotations of the word 'den'?	I will be able to: - Understand why Dickens was accused of antisemitism. - Explain how Dickens presents Fagin as a villain, using accurate quotations.	'The street was very narrow and muddy, and the air was impregnated with filthy odours... little knots of houses, where drunken men and women were positively wallowing in filth; and from several of the door-ways, great ill-looking fellows were cautiously emerging' What impression of London is created in this description? (1) a) The lower class did not have a good quality of life.	How does Dickens present Fagin as a villain?

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					b) The houses in some parts of London were small. c) London was a prosperous city for everyone. d) There were people who needed to be in a workhouse.	
Lesson 17 Week 6 Who's the biggest villain?	Naïve Synonym Antonym	Literary heritage Comprehension and inference Analysis and interpretation Critical thinking Authors' choices	How does Dickens present the character of Fagin? • Write three topic sentences to describe Fagin. • Choose an adjective and give reasons based on evidence from the text, using 'because' to	I will be able to: • Write statements describing villainous traits of Fagin and others using textual evidence. • Form a reasoned argument about who is the biggest villain, using evidence from the text.	Why does Mr. Brownlow decide to take Oliver away from the courthouse? (1) a) Mr Brownlow sees how vulnerable Oliver is and wants to take advantage of him. b) Mr Brownlow wants to support Oliver even if he has	Who's the biggest villain?

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			extend your answer.		committed a crime. c) Mr Brownlow wants revenge because Oliver is part of the gang that stole from him. d) Mr Brownlow is naïve and thinks Oliver is innocent.	
Lesson 18 Week 6 To know and use sentences correctly. Writing Mastery Placement Unit - Lesson 5 Fortnightly quiz placement 1	Capital letters Fused sentences	Writing mastery Communication	This student has made some mistakes with capital letters. Correct their work.	I will be able to: • Use capital letters appropriately. • Join sentences. • Avoid fused sentences. • Identify what named subjects did.	Which sentence cannot be joined together? a) Inara went to the cinema. Inara watched a film. b) Jeff went to the park. Jeff played football. c) Andrew bought a new book. He read it in the car. d) Sally bought a car. Dave drove it everyday.	Write about what happened in the pictures.

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					e) Millie bought a dog. She took it for a walk everyday.	
Lesson 19 Week 6 What are the key elements of narrative? Lesson 3	Action Character Setting Time	Creative writing Critical thinking Communication	What is narrative? Write your own definition. What is narrative structure? Write your own definition What are the building blocks of narrative structure?	In this lesson students will be mastering the following: Mastery content: Stories have four main elements – Setting, Time, Character and Action.	What are the key elements of narrative we covered today? a) Character, Action, Setting, Theme b) Character, Action, Setting, Time c) Character, Structure, Setting, Theme d) Character, Action, Structure, Ending	What types of character might you like to write about in your stories?
Lesson 20 Week 7 Does the punishment fit the crime? Checkpoint assessment	Morality Immoral	Literary heritage Comprehension and inference Analysis and interpretation	Earlier in the story, Noah listed the three things that were most likely to happen to criminals in	I will be able to: - Explain the three main Victorian punishments. - Make evidence-based moral	Checkpoint assessment	Do you think these are fair punishments? Why / why not? What punishment would fit their crimes?

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		Critical thinking Authors' choices	Victorian London. What were these things?	judgements about whether punishments are fair.		
Lesson 21 Week 7 How is Sikes first presented?	Annotate	Literary heritage Comprehension and inference Analysis and interpretation Critical thinking Authors' choices	In Chapter 12, Oliver was found 'not guilty.' Mr Brownlow decided to take Oliver to his house. Mr Brownlow is educated and quite rich. Read from page 73 to the end of the first section on page 76. Write down an answer to the question: In what ways is the room that Oliver wakes	I will be able to: - Form impressions about the character of Bill Sikes. - Support impressions with textual evidence. - Explode quotations through annotations.	What does 'annotating a quotation' mean? (2) - Writing a paragraph that explores Dickens's language. - Focusing on a quotation in great detail. - Underlining, circling and writing notes next to key words. - Using quotation marks.	Complete the quote explosions, zooming in on key words in the quote.

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			up in different from when he woke up in Fagin's den?			
Lesson 22 Week 7 To know and identify subjects and the past simple, as well as use capital letters and full stops correctly. Writing Mastery Placement Unit - Lesson 6	Pronouns Past simple Sentence demarcation	Writing mastery Communication	Fill in the gaps with either <i>was</i> or <i>were</i> .	I will be able to: - Know pronouns to identify the subject. - Identify the past simple. - Use capital letters and full stops. - Write about the picture, using the success criteria above.	What is the subject of this sentence? Sarah passed a note to Jamil. a) Sarah b) A note c) Jamil What is the subject in the sentence below? A naughty dog stole some sausages from the shopping trolley. a) dog b) A naughty dog c) sausages d) some sausages e) the shopping trolley	Write a paragraph about the picture.

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Lesson 23 Week 8 How do you think Oliver and the painting are connected?	Domestic abuse Safeguarding	Literary heritage Comprehension and inference Analysis and interpretation Critical thinking Authors' choices	How is Sikes introduced by Dickens in 'Oliver Twist'?	I will be able to: - Identify five new things we learn about Sikes from Chapter 13 (A Safe Place). - Explain how fear influences character behaviour, especially Nancy and Bull's-Eye.	How does Dickens present the character of Bill Sikes? (2) a) Dickens presents Bill Sikes as being unable to control his temper. b) Dickens presents Bill Sikes as behaving like an animal. c) Dickens presents Bill Sikes as being afraid of Fagin. d) Dickens presents Bill Sikes as gentle.	Red chat: Discuss how you think Oliver and the painting are connected. Red zone: How do you think Oliver and the painting are connected?
Lesson 24 Week 8 How does Dickens present Fagin as a villain? Green pen	Villain Persecution Antisemitism Connotation	Literary heritage Comprehension and inference Analysis and interpretation Communication Critical thinking Authors' choices	List: all the adjectives you can think of to describe 'Dodger'. Predict: Where do you think 'Dodger' will take Oliver? What does the word 'den'	I will be able to: - Understand why Dickens was accused of antisemitism. - Explain how Dickens presents Fagin as a villain, using accurate quotations.	'The street was very narrow and muddy, and the air was impregnated with filthy odours... little knots of houses, where drunken men and women were positively wallowing in filth; and	How does Dickens present Fagin as a villain?

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			make you think of? What are the connotations of the word 'den'?		from several of the door-ways, great ill-looking fellows were cautiously emerging' What impression of London is created in this description? (1) a) The lower class did not have a good quality of life. b) The houses in some parts of London were small. c) London was a prosperous city for everyone. d) There were people who needed to be in a workhouse.	
Lesson 25 Week 8 To know and use the past simple, make inferences, as	Sentence demarcation Past tense Infer Subject	Writing mastery Communication	Put the capital letters and full stops in this passage.	I will be able to: Use capital letters and full stops.	Which of these actions is in the past simple tense? a) He is b) He was c) He was being	Write a paragraph about the pictures.

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well as use capital letters and full stops correctly. Writing Mastery Placement Unit - Lesson 7				- Put the actions in the past tense. - Make inferences. - Identify the subject. - Write about the picture, using the success criteria above.	Which is the best inference about this picture? a) The man had a swollen ankle. b) The man went into the sea with a sprained ankle. c) The girl attacked the man. d) A shark attacked the man. e) The man injured his ankle when swimming.	
Lesson 26 Week 8 How do I describe action in a story? Lesson 4	Paraphrase Action	Creative writing Critical thinking Communication	Write down the structural building blocks of a short story. Write down the key elements of a short story. What is the action in 'The Boy who	In this lesson students will be mastering the following: Mastery content: - The best description of the action is an accurate and precise paraphrase. - The description of the action	Which of these is the best paraphrase of the action? Be ready to explain why! a) A family escape from a crashing plane. b) Fabbiha uses her skills to fly a plane. She is the most	Now write the opening and closing sentence of the middle section.

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			had an Eating Match with a Troll?' What is the action in 'Basic Physics'? Explain what the action is in a short story.	should include the main character and what they do.	confident person on board. The plane is also running out of fuel. She lands it with the help of air-traffic control. c) A gamer bravely saves her family when a plane is in trouble. What is the action in a story? a) The action always takes place at the end of a story. b) The action is not made up lots of smaller things. c) The action is the middle of a story. d) The action should be paraphrased in one sentence.	

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					e) The main character always does the action.	