

Year 10 Term 1b

Pre 19th Century Novel- Curriculum related expectations.

Students can define the following terms:

context	hero	climax	symbolism
character arc	dialogue	dramatic irony	
connotations	exposition	denouement	
foreboding	myth	allusion	
foreshadowing	metaphor	juxtaposition	
vehicle	ground	tenor	
personification	protagonist	structure	
characterisation	antagonist	semantic field	

Students know:

- The background to Charles' Dickens-his life and his works and what inspired him to write his novella *A Christmas Carol*
- Who Thomas Malthus was and his Malthusian principles
- Scrooge as the embodiment of Malthusian principles
- The Poor Laws of 1834 and the impact these had on Victorian society
- The conditions in Victorian work houses and prisons
- How the celebration of Christmas developed during Victorian Times
- How character develops and how it is used as a vehicle to drive social change
- The impact of the Ghosts and the messages they communicate to Scrooge
- The plot of *A Christmas Carol*
- The central characters of the novel and their relationship with Scrooge
- How Dickens uses the structure of the novella to emphasise the changes in Scrooge
- How Dickens uses juxtaposition to communicate ideas to society

Students can:

- Analyse the impact of writers' methods on the reader
- Trace the development of character and comment on how the writer's methods convey the transformation of a character
- Analyse how the structure of a text engages the reader
- Use tenor, vehicle and ground to analyse a range of metaphors

Six Pillars of Mastery:

Content	
Context	
Story	
Figurative Language	
Argument	
Structure	
Grammar	

Teaching sequence