



Key Stage Three English - Unit Overview

Year 8 – Summer – ‘Characters and Voices’

Enrichment – *Dickensian Characters*

- Resourcing – available in J:Drive – WS to create



<p>Unit rationale</p>	<ol style="list-style-type: none"> 1. Exploration of characters to be used to develop pupils' personal responses to texts 2. Students are to study nineteenth-century extracts throughout this unit. Exposure to these extracts will build resilience around nineteenth-century vocabulary and ideas in preparation for KS4 study 3. Studying characters from Dickens will provide pupils with a further grounding in how texts are linked to contextual concerns (preparation for KS4 prose study), and how characters can be products of their times 4. Exploration of characters creatively will allow pupils to be exposed to different writing forms. Pupils will be encouraged to adapt their writing for specific audiences and purposes (KS4 Language study) <ul style="list-style-type: none"> - Purposes: inform, explain, describe, argue and persuade - Forms: speeches, letters, articles, reports, diary entries and biographical/autobiographical writing
<p>Potential extracts/characters/themes to explore</p>	<ul style="list-style-type: none"> - <i>Oliver Twist</i> – Oliver – experiences of the Victorian poor and child labour - <i>A Christmas Carol</i> – Scrooge – the class divide and the role of the Victorian gentleman - <i>Hard Times</i> – Mr Gradgrind - Victorian education - <i>Great Expectations</i> – Magwitch – criminality in the Victorian period - <i>Oliver Twist</i> – London life
<p>Potential writing forms/exploration</p>	<ul style="list-style-type: none"> - <i>Oliver Twist</i>, the Victorian poor and child labour – speeches, diary entries and autobiographical writing - <i>A Christmas Carol</i> and social class – letter as Scrooge on the problems of poverty - <i>Hard Times</i> and Victorian education – report on Gradgrind's school - <i>Great Expectations</i> and Magwitch – article on crime - <i>Oliver Twist</i> and London – writing to describe

<p>Assessment (this unit's outcome IS NOT formally assessed)</p>	<p>Unit outcome:</p> <p>Warm Tasks – Writing for different forms, audiences and purposes across the whole unit</p> <p>Aim: for pupils to display the writing knowledge and skills focused upon throughout the unit, crafting according to form, audience and purpose</p>	<p>Informal assessment and low-stakes testing:</p> <ul style="list-style-type: none"> • Students are to be encouraged to self and peer assess their writing throughout the unit on a regular basis. Success criteria to be made available by teachers. • Students are to use their knowledge organisers for the unit to develop core knowledge retention and learn the unit's key vocabulary in order for it to be applied independently.
<p>Core knowledge</p>	<p>1. Victorian contextual issues</p> <ul style="list-style-type: none"> - Poverty, child labour and The Poor Law - Class divide and the 'Victorian gentleman' - Victorian London and crime - Victorian education - The Industrial Revolution <p>2. Unit vocabulary</p> <p>3. Conventions of different forms of writing</p>	
<p>Core skills</p>	<p>1. Reading development – developing personal response. Using selective, precise and well-informed evidence to support points of view. Relating ideas to contextual issues. Using inference to support personal response</p> <p>2. Crafting writing according to specific forms, audiences and purposes</p>	
<p>Key Questions for the Unit</p>	<ul style="list-style-type: none"> • Who was Charles Dickens? • How does Dickens create effective characters? • What was life like in the Victorian period? How does this help us to understand Dickens' characters? • How can I write in a specific form? • How can I adapt my writing for a specific audience and purpose? 	
<p>Key vocabulary</p>	<p>Unit vocabulary - tier 2 words:</p> <ol style="list-style-type: none"> 1. Destitute 2. Superiority 3. Covetous 4. Surplus 	<p>2. Unit terminology:</p> <ol style="list-style-type: none"> 1. Emotive language 2. Pathetic fallacy 3. Tone 4. Subjective

	<ul style="list-style-type: none"> 5. Dismissive 6. Intolerable 7. Mundane 8. Malevolent 9. Devious 10. Ignorance 	<ul style="list-style-type: none"> 5. Objective 6. Inform 7. Describe 8. Explain 9. Argue 10. Persuade
Homework opportunities	<ul style="list-style-type: none"> • Extension tasks – wider research/writing extensions • Knowledge organisers to prepare for in class quizzes • Wider reading list available • Targeted SPAG exercises 	
Wider English curriculum links	<p>1. Reading</p> <ul style="list-style-type: none"> • Reading challenge increases – pupils developing personal response and linking texts to contextual concerns • Study of Victorian extracts prepares students for the demands of future KS4 study. This unit builds upon prior 19TH century Gothic unit <p>2. Writing</p> <ul style="list-style-type: none"> • Exposing pupils to non-fiction forms of writing, developing crafting skills for specific audiences and purposes • Emphasis on using character study to craft and develop effective tone, purpose and style 	