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**Knowledge Rich Curriculum Plan**

*19th Century Literature – Oliver Twist*



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Written link the wider curriculum** | **Assessment** |
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| 1. **What was the Victorian Era like?** | The Victorian Era was the period where Queen Victoria ruled from 1837- 1901.  The Victorian era was a period of rapid change and development.  Britain was the most powerful nation in the world.  Britain ruled many other countries in the world – this was known as the British Empire.  London (and other major cities) had a growing population during the Victorian era leading to overcrowding and poor living conditions.  Many poor families lived in slums; areas of the city were living conditions were extremely bad.  Poor living conditions and a lack of hygiene led to disease and death.  There was much deprivation in the Victorian era.  The Industrial Revolution was the invention of steam, power, machines and factories.  Work was converted from traditional manual labour to machine driven, highly productive labour.  Prior to the Industrial Revolution agriculture was one of the main industries.  The poor were oppressed as they were viewed as less worthy than the rich. | **T2: deprivation – lacking the necessities, struggling to survive**  **T2: monarch – a head of state, especially a king, queen or emperor**  **T2: oppression – being treated cruelly and brutally**  **T2: suburbs – an area where people live which is outside the centre of a city** | London is the capital of Great Britain.  Colonisation is when one country takes control of another country or region, establishing a settlement, or permanent part of the colony, to control the area and gain riches | * A Christmas Carol * Riots and rebels * Frankenstein | Knowledge retrieval questions  **The Victorian Era was famous for . . .**  **I already know that in the Victorian era . . .**  True/false activity  1: T  2: F Between **1800 and 1899**, the population grew from 1 million people to 6.7 million people.  3: F There was **insufficient** room for all the new people who had moved to the city.  4: F **Poor** families lived in slums where living conditions were dirty, overcrowded and unpleasant.  5: F **Rich children** experiences happy childhoods. (Better living conditions despite also being at risk of dying young)  6: F A ‘pea-souper’ is the name given to the **thick fog which covered London**.  Teacher questioning during and after reading.  7: F: Running water and toilets **were rare** and waste ran straight into The Thames.  8: F Cholera was caused by **drinking dirty water.**  **Big question:** **How do you think poor people were oppressed in Victorian times?**  During the Victorian era, poor people were often **oppressed** and faced numerous challenges in their daily lives. The Industrial Revolution brought significant changes to society and contributed to the **oppression** and **deprivation** experienced by the poor.  One way in which the poor were oppressed during this period was through the **deprivation** of necessities such as food, shelter and clothing. The rise in factory work meant many people were forced to work long hours in unsafe and unhealthy conditions for very little pay. This made it difficult for them to provide for themselves and their families, leading to widespread poverty and **deprivation.**  In addition, the Industrial Revolution also brought significant changes to the traditional ways of life in rural areas. Many people were forced to move to urban areas to find work. This often resulted in overcrowded living conditions and the spread of diseases, further increasing the poverty and **oppression** faced by the poor.  Homework tasks |
| 1. **Who was Charles Dickens?** | Charles Dickens is one of the most successful and popular writers of the Victorian era.  Dickens was a great believer in equality and was very indignant about all the social injustices in Victorian society. For example: child labour, derivation and over-crowding.  Dickens experienced poverty during his childhood.  His father, John Dickens, was sent to a debtor’s prison.  Dickens was sent to a blacking factory, covering and labelling pots of shoe polish, working in appalling conditions.  Dickens believed that education was the way to escape poverty.  Dickens wrote his books to challenge injustice and expose the impact of poverty in 19th Century London.  Dickens was a social commentator who used fiction to criticise economic, social and moral abuses.  Dickens showed compassion and empathy towards the vulnerable and disadvantaged segments of English society.  Every writer has a purpose in mind, something deliberate that they want the reader or audience to respond to and react with. | **T2: injustice – a lack of fairness or unfair treatment**  **T2: indignant – feeling angry because something isn’t fair or right**  **T2: philanthropy – the desire to promote the welfare of others** | During history there have been groups of people wo have been treated unfairly. | * A Christmas Carol * Short stories unit | Knowledge retrieval questions  **MCQ:**  1: B (1837-1901)  2: B (Powerful)  3: B (Machine and factories invented)  4: B (Overcrowding)  5: A (Deprivation)  6: C (They suffered from poverty)  7: B (King or Queen)  Complete the sentences activity   1. The phrase ‘some say London is his greatest character’ **means that Dickens described it in such a way that it almost became a character in its own right.** 2. Dicken’s childhood influenced his writing because **he experienced poverty and his father went to prison.** 3. Charles Dickens was **indignant** about issues such as **child-labour,** **deprivation** **and over-crowding.** 4. ‘Fired with grief and humiliation’ **suggests his childhood has left him deeply saddened and ashamed. The word ‘fired’ could imply a sense of anger from his childhood experience.** 5. Mary’s death affected Charles because **her death reminded him how fragile life can be and that death is always lurking around the corner for everyone.** 6. **Economic, social and moral abuses Dickens would want to criticise are** the Industrial Revolution and the impact it had on the working class. These included poor living and working conditions and unsafe working conditions. He also criticised social problems such as the treatment of the poor and the **oppressed** and the treatment of women and children. Finally, Dickens was concerned with the moral decay of the Victorian society, which he saw as a result of greed. He criticised the way in which the upper classes, who claimed to be morally superior, were just as corrupt and immoral. 7. **Moral and social reform is** supporting changes in individual attitudes, values and behaviours to promote greater responsibility. Social reform is supporting changes in the structures of society with the aim of promoting greater social equality. 8. Dicken’s childhood might have impacted what he wrote about because **he witnessed first-hand the impact of poverty on his family.** 9. Dickens was a philanthropist, **he was committed to raising awareness of the social injustices of the time and promoting change.** 10. This letter tells us that Dickens’ vision for society was **that everyone must be aware of all aspects of life for all sections of society to make life better for everyone.** 11. Dickens believed people should **have knowledge of the issues facing different sections of society.**   Dickens criticises **the treatment of poor people because he was indignant about issues such as poor working conditions and child labour.**  Dickens wanted to **challenge the injustices faced by people and used his writing to raise awareness.**  Dickens encouraged **people to actively engage in the world around them to improve it due to his traumatic childhood experiences.**  Dickens places an emphasis on **moral and social reform because he was a philanthropist and wanted to promote the welfare of others.**  **Big question: Why did Dickens write his books and what was his vision for society?**  **Model 1:**  Charles Dickens, a Victorian **philanthropist**, wrote his books to raise awareness about the social and economic issues of his time and to advocate for social reform. His vision for society was one in which people were treated with compassion and justice and in which the gap between the rich and poor was narrowed.  Dickens was deeply concerned about the **deprivation** and **oppression** experienced by the poor in Victorian England. He saw the harsh living and working conditions that they were forced to endure and he was **indignant** about the **injustices** that they faced on a daily basis. He used his writing to criticise the treatment of poor people and the help they received.  **Model 2:**  Dickens, a Victorian **philanthropist**, was **indignant** about the treatment of poor people. Many people were struggling due to **deprivation** caused by the Industrial Revolution. Dickens wrote his books to highlight these **injustices** to all members of society.  **This response should be shared under the visualiser and feedback given to allow pupils to improve their original response.**  Homework tasks |
| 1. **Chapter 1: Oliver’s birth** | The story has a sad beginning.  The doctor is unsympathetic towards the mother.  His treatment shows the **callous** disregard with which the poor were treated.  It was uncertain whether Oliver would survive highlighting the high infant mortality rate during the Victorian era.  Oliver’s mother dies just after Oliver was born.  Oliver is an orphan.  When born, Oliver can’t be distinguished as rich or poor, breaking the stereotypes of social class.  Oliver started his life in a workhouse. |  | Healthcare was very different in the Victorian era | * Blood Brothers * A Christmas Carol | Knowledge retrieval questions  **MCQ**:  1: A (Sent to jail: he went to a debtor’s prison for failing to pay his debts)  2: A (Treatment of poor people: he was angry because of the injustices faced by poor people)  3: C (He was sent to a factory to work: he had to make money for his family)  4: B (Education: believed education had the potential to break the cycle of poverty)  5: C (The poor: these were the vulnerable and disadvantaged segments of society who needed the most help)  **Stop and jot: How is the mother treated by the woman and the doctor? What impression do you get of Oliver’s start in life and likely prospects?**  **Discussion points**:   * Doctor is unsympathetic, he sees the mother as an inconvenience. ‘The surgeon had been sitting with his face turned towards the fire.’ ‘You must not talk about dying yet’. ‘The surgeon deposited it in her arms.’ * He references that she was unmarried – he was uncaring and unconcerned with her welfare. * Oliver’s start in life is one of extreme deprivation and bleak prospects as he is born into a world of poverty and neglect. * Oliver will have to overcome many obstacles in life, mainly being born into the workhouse.   Big question: How is Oliver’s mother treated by the woman and the surgeon?  Use the stop and jot and discussion to then rewrite the initial ‘stop and jot’ response.  Sentence stems can used to scaffold responses for those pupils who need support:   1. Dickens clearly presents Oliver’s mother as unwell. We know this **because she ‘raised feebly from the pillow’ suggesting she is weak and frail.** 2. When the surgeon looks at he hand and sees no wedding ring he says ‘the old story.’ He **means that she was unmarried which was not socially acceptable in the Victorian era. However, it could also mean that she had to sell her ring as she was destitute highlighting the harsh realities of poverty** **and deprivation at the time of writing.** 3. The surgeon is presented as **callous, we know this because he shows no sympathy towards the woman who has died or the baby who has now been left an orphan.** 4. From the text we learn that Oliver’s mother **is kind and loving as she kissed Oliver before dying.** 5. We learn that the woman is **drinking alcohol from a ‘green glass bottle’.**   Homework tasks |
| 1. **The Industrial Revolution** | Cottage industries were small businesses owned by individuals.  The Industrial Revolution brought many changes to Britain and the entire world.  Bigger industrial cities developed due to the rise in factories and the development in transport (canals and steam trains)  As a result of the Industrial Revolution, the cities became over-crowded and there was and rise in diseases such as cholera.  Manchester was home to a thriving cotton industry.  Fragments are incomplete sentences. | The following are not explicit in the booklet but may be needed for explanations.  **T3: Fragment – an incomplete sentence**  **T3: Subject – the main person or thing which the sentence is about**    **T3: verb – what the subject is doing**  **T3: Main clause – a clause (part of a sentences) which can stand alone on its own.**  **T3: possessive apostrophe – to show that something belongs to or is connected to something else**  **T3: contradiction apostrophe – to show the shorted form of words (used where the omitted letter/letters should be)** | The Industrial Revolution was the invention of steam power, machines and factories.  It was a period of great change and growth for England. | * Key stage 2 grammar * Grammar threads in key stage 3 curriculum | Knowledge retrieval:  **Complete the sentence:**   1. The Industrial Revolution was **the invention of machines and steam power.** 2. People moved to the city because **there was no longer work for them in the countryside.** 3. One of the main consequences of the Industrial Revolution was **a rise in pollution resulting in an increase in diseases and poor health.** 4. During the Industrial Revolution, **poor people were oppressed as they viewed as less worthy.**   **Fragments**   1. Complete 2. Fragment (The Industrial Revolution brought new challenges such as over-crowding, pollution and social inequality. 3. Complete 4. Fragment (Poor people were expected to live in squalid conditions.) 5. Fragment (The city became home to thriving, profitable businesses.) 6. Complete 7. Fragment (There was a rise in diseases because of the over-crowding.)   **Subjects and verbs**   1. Factories (S) pump (V) 2. They (S) suffered (V) 3. Machines (s) whirred (V) 4. Factories (S) appeared (V) 5. Impact (S) was (V) 6. Goods (S) were/transported (V) 7. They (S) suffered (V)   **Apostrophes**  Possessive (the city belongs to the world)  Contradiction (wasn’t was not)  Possessive (the streets belong to the city)  **Commas**   1. Used in a list 2. Used to separate clauses   More and more people flocked to the industrial cities, which led to an increase in dirt and diseases.  (Apostrophe used to separate clauses) |
| 1. **Orphans in Victorian Times** | Poor people are disenfranchised in society.  An orphan was a child without parents or a child forced out of its family due to overcrowding or abandonment.  A foundling is any child that has been abandoned and found by others.  All children taken in as foundlings – even those whose names were known – were given entirely new identities.  A Foundling Hospital provided shelter, food, clothing, medical care, education and work placements so its children were well-equipped to cope out in the world.  To become pregnant before being married was a source of shame for a woman in the early Victorian era.  Being a foundling could perhaps be regarded as a preferable position than being an illegitimate (born outside of marriage) orphan.  Child labour was also a problem of the Industrial Revolution.  Child labour refers to the exploitation of children through any form of work that deprives children of their childhood.  Children carried out many jobs including working: in a mine, as a chimney sweep, in a factory, as a servant, as a pick pocket or match making. | **T2: abandonment – cease to support or look after someone, give up completely.**  **T2: exploitation – taking advantage of someone unfairly.**  **T2: disenfranchised – voiceless, having no power or say in society.** | Oliver Twist was an orphan and was born into the workhouse | * Blood Brothers * A Christmas Carol | Knowledge retrieval questions  **Using key vocabulary in sentences**   1. Many poor people struggled because of the **deprivation** during the Victorian era due to the Industrial Revolution. 2. Poor people were usually **oppressed** as they were viewed as being less worthy. 3. Dickens **criticises** the treatment of poor people such as the poor working conditions and squalid living conditions. 4. Dickens wrote his books to highlight the **injustices** faced by different members of society. 5. Dickens was **indignant** about the treatment of poor people.   Poor people might have been **disenfranchised** in society **because they had a lack of access to education, job opportunities and political power**.  **Complete the sentences**   1. The Foundling Hospital was **a home for deserted children founded by Thomas Coran.** 2. The character Mr Brownlow came from **the charity’s secretary who was himself a foundling.** 3. Becoming pregnant before you was married was **shocking for a Victorian audience as it was a source of shame.** 4. Life for children of unmarried mothers was **tough as they were classed as illegitimate.**   **Exploitation in our society:**  Forced marriage  Labour (Clothing industry)  Domestic service  Forced criminality (Distribution of drugs)  Child soldiers  **Complete the sentences:**   1. We learn that Jack’s family **died when he was young, so he lives with his sister.** 2. Jack must work because **there is not enough money for all the family to live on and there was hardly any food.** 3. Jack got a job as a chimney sweep. This job was **horrible as the chimney was very dark and dirty.**   Homework tasks |
| 1. **Chapter 2: Please Sir** | The workhouse where Oliver grows up is a tough place.  Gruel is a watery cereal like thin oatmeal.  The boys in the workhouse are extremely hungry.  A pauper is a poor person.  Oliver shows heroic qualities by asking for more food.  The board want to get rid of Oliver so much so that they are willing to pay someone to take him away.  Dickens would want his readers to be shocked by what they have read and ask for change. | **T2: corrupt – using power in a dishonest or illegal way to make life better for themselves.** |  | * A Christmas Carol | Knowledge retrieval questions  **Select the synonym:**   1. Deprived – poor 2. Exploited – mistreated 3. Oppressed – persecuted 4. Devastating – catastrophic   **Stop and jot: What do you learn about the treatment of the boys in the workhouse? What is Dickens’ opinion of the workhouse system and the people who administer it? What aspects does he disapprove of and how does he show his?**  **Discussion points**:   * The boys are underfed (they had a small bowl of gruel), poorly clothed and they sleep in crowded, unsanitary conditions. * The boys would sit ‘staring at the copper’ wishing for more food. * The boys are subjected to great pain and suffering ‘the suffered the tortures of slow starvation’ * The boys are made to work hard doing jobs such as picking oakum which involved untangling fibres from old rope. * They are punished severely by the masters through violent and physical abuse ‘aimed a blow at Oliver’s head’ * Dickens sees the very people who should be looking after the boys as corrupt ‘The master was fat, healthy man’ * The boys are treated as criminals ‘that boy will be hung’ * The workhouse is portrayed as a bleak and oppressive place. * Dickens uses vivid descriptions to convey the misery and hopelessness of the boys’ situation.     **MCQ**   1. C (Poor people) 2. B (Being locked up) 3. A (Laugh) 4. B (To show the greed of children in workhouses) 5. D (All of these) 6. C (He hoped that they would be shocked by his writing and ask for change.) 7. D (Both A and B)   **Big Questions: Explain in your own words what the effect of chapter 2 might have been on rich and poor Victorian readers.**  **Rich readers**: descriptions of brutal treatment of the boys in the workhouse would have provided a stark contrast to their own privileged lives.  Make them aware and sympathetic of the suffering of the poor which might make them more inclined to support change aimed at improving living conditions  Highlight the **injustice** of the workhouse through criticising the people in charge and possibly change public opinion of poor people  **Poor readers**: relate to the harsh realities of their own lives and their experience of **deprivation, exploitation and disenfranchisement.**  Promote a desire to improve their own circumstances.  Homework tasks |
| 1. **What was life like for Oliver?** | Writers use language to create an effect for the reader.  Successful writing is structured clearly using first point, second point, counter-argument, conclusion.  There are many elements which create a successful piece of writing. For example, a range of punctuation marks, a range of sentence structures, a range of sentence starters, ambitious vocabulary. |  | An account is a report or description of an event | * Writing units across the seven-year curriculum | Knowledge retrieval:  **Complete the sentences**   1. Dickens’ father was **sent to a debtor’s prison for failing to pay his debts.** 2. Dickens was **indignant** about **the treatment of poor people.** 3. As a child Dickens was **sent to work in a blacking factory where he experienced loneliness and despair as he lived separate from his family.** 4. In his books Dickens criticised **the social and moral injustices of Victorian Britain.** 5. Dickens believed people could escape poverty through **education because he recognised that poverty was often caused by a lack of opportunities for individuals to improve their circumstances. He felt that education was a means of providing the poor with the skills and knowledge necessary to improve their economic prospects.**   **Fill in the table activity**  Quote 1: Their bowls were cleared of food emphasising how hungry they were.  Quote 2: They were looking at the pot where the food was this highlight how hungry they are as they are hopeful to be fed.  Quote 3: The boys are ill through lack of food this demonstrates they are being subjected to something unpleasant. On the streets the boys would die from quick starvation but the boys are being given just enough to keep them alive and keep costs down.  Quote 4: The boys are so hungry they are angry and unpredictable. This suggests their behaviour is animalistic.  Quote 5: The boys are that hungry they are hopeless, full of despair and will try anything, not thinking of the consequences. They have a disregard for danger because they are so distressed.  Quote 6: The master has a good diet and is well fed. There is a clear difference in the diet of the boys and the people in charge highlighting the corruption of those in charge.  Quote 7: The boys are subjected to physical violence.    Homework MCQs  **Big question: Write an account of the events where Oliver asked for more food.**  Dear Board,  Last month, I witnessed a distressing incident at the workhouse involving young Oliver Twist. During mealtime, the boy approached Mr. Bumble and made a plea for more food. Mr. Bumble and the other officials were appalled by Oliver’s rudeness and subsequently severely punished him for his request.  From what I have seen the treatment of the boys in the workhouse is nothing short of oppressive. They are severely deprived of necessities such as adequate food, clothing and shelter. The boys are overworked and underfed, forced to perform exhausting tasks with little to no rest. It is heart-breaking to witness the level of injustice and exploitation that takes places within these walls.  In my opinion the current system is devasting for the young boys who live here. They are subjected to unimaginable cruelty and trauma that will undoubtedly have long lasting effects on their physical and emotional well-being. Desperate, wild and reckless with hunger they stare at the copper pot with such eager eyes. As they suffer the tortures of slow starvation the master, a fat, healthy man, has no concern for the boys in his care.  Staggeringly, there are people who believe that these boys deserve to be in the workhouse. There are some people who view poor people as lazy and idle. I can assure you this is not the case.  The situation is getting worse every day. I urge the board to take immediate action to address these issues and implement reforms to ensure the boys are treated with the respect and care they deserve. I recently listened to a speech delivered by the famous writer Charles Dickens and he believes that by providing these young boys with education we can give the boys the necessary skills and knowledge to give them more opportunities and escape the poverty they find themselves stuck in. Do you want to leave these young boys in such deadly conditions?  Sincerely  [Name] |
| 1. **The workhouse and the Poor Law** | The Poor Law 1815 said that each parish (the church) had to look after its own poor.  Money for the Poor Law was raised by increasing taxes on richer people.  Rich people were angry about their money being used to help poor people who they saw as lazy.  In 1834 if people wanted help they now had to go to the workhouse.  Families were split up in a workhouse.  Many people thought that the act was wrong as it seemed to punish people who were poor for no fault of their own.  Work was hard in the work house and included jobs such as stone-breaking, bone-crushing and sack making.  Meals lacked nutrition and meant that the workhouse inmates were on a slow starvation diet.  Thomas Malthus believed that the population would always increase more rapidly than the food supply.  Malthus believed that food supply grew at a linear rate while populations grew at an exponential one.  He believed that people who couldn’t support themselves did not have a right to live. | **T2: despair – when you completely lose hope, hopelessness.**  **T2: misanthropy – a dislike of humankind** | Many poor families lived in slums; areas of the city were living conditions were extremely bad.  Poor living conditions and a lack of hygiene led to disease and death.  There was much deprivation in the Victorian era.  The Industrial Revolution was the invention of steam, power, machines and factories. | * A Christmas Carol * An Inspector Calls | Knowledge retrieval questions:  **Complete the sentences**   1. Oliver Twist was written in the **19th Century** by **the writer and philanthropist Charles Dickens**. 2. Oliver Twist began his life **as an orphan, left in the care of a workhouse where he suffered form neglect and mistreatment**. 3. Mr Bumble, **a fat and healthy man**, was the beadle of the workhouse where Oliver was raised. 4. As a result, for asking for more food, Oliver was **severely punished and labelled a troublemaker.**   **True/false activity**   1. F (Each parish, the church, had to look after their poor. 2. F (The money for the poor law was raised by taxing rich people.) 3. F (People were angry because they thought the law made poor people lazy. 4. T 5. F (People also suggested that the law encouraged poor people to have more children that they couldn’t care for.   **List five things we learn about the workhouse:**  We learn that:   * Workhouses were often crammed with people. * Work consisted of oakum-picking, stone-breaking and bone-breaking. * Women had to do domestic work such as scrubbing floors and polishing brasses. * Meals were not nutritious meaning he people were on a slow starvation diet. * People had to work for 10 hours a day.   **What were the differences in Dickens and Malthus’ views on society?**  Dickens believed that the Industrial revolution had created a divide between the rich and poor **whereas** Malthus believed poverty was natural and the consequences of population growth.  **Consequently**, Dickens believed society had a duty to care for its most vulnerable **while** Malthus promoted population control as a means of addressing these issues **because** he saw the poor as a burden on society.  Homework tasks |
| 1. **Working conditions** | The Industrial Revolution meant that things could be built quickly and more cheaply.  The desire for increased productivity meant that working conditions plummeted.  People were afraid to complain as there were many people out of work and people could be replaced easily.  It was common for people to work 12-16 hours a day, six days a week.  Women and children worked the same hours as men but were paid half as much.  Machines were dangerous. For example, they had sharp, fast moving parts, they were new and sometimes exploded or caused fires.  Children were used in factories because they had smaller hands which were better at fixing problems.  There are many persuasive techniques which can be used in a piece of writing. For example, anecdote, repetition, imperatives, pronouns, emotive language, facts, opinions, rhetorical questions, exaggeration, statistics and triples.  Before writing a piece of non-fiction it is important to know text type, audience and purpose. |  | Writing to persuade tries to convince a reader of the writer’s point of view | * Rhetoric unit * Paper 2 Qu5 | Knowledge retrieval questions:  **Correctly punctuate the sentences:**  **full stops and capital letters**  **L**ife in a **V**ictorian factory could be very hard**.**  **C**hildren like **S**am were used as chimney sweeps**.**  **H**undreds of children worked in Manchester**.**  **commas**  **E**very year**,** many children were seriously injured**.**  **F**actory work was tough**,** dirty and dangerous**.**  **A**larmingly**,** very few people cared what happened to these children**.**  **semi-colons**  **W**orking in a factory was dangerous**;** many children were injured**.**  **C**hildren were expected to start work early**;** they had very few breaks**.**  **T**hey were paid very little**;** they were beaten for not working hard enough**.**  **Stop and jot: What was life like in the workhouse?**  Discussion points:  **Persuasive techniques example:**  A – Jack was a friendly care-free, loving boy, but due to health problems his family died and he found himself in the workhouse. Here he faced . . .  R – Horrific working conditions. Horrific living conditions. Horrific . . .  I – Don’t forget that . . ./ I’m sure you will now agree that . . .  P – So, if you care deeply about. . . ./I know that we all want . . ./We should become a chorus of disapproval  E – oppressive, cruel, heart-breaking, devasting, traumatic, harsh, brutal, exploitative, barbaric,  F – Since the introduction of workhouses in 1830 . . .  O – I feel that . . .Doctor Jones reported . . .  RQ – Can you believe that . . . ?/ Have you considered . . .?/ Why accept . . .?/ Do we want . . .?/ Don’t we need . . ? What would you say if . . . ?  E – The whole world will be affected if . . .  S – 85%, Two thirds . . . .  T – Some people don’t want to think of the inhumane living conditions. Some people just ignore the barbaric working conditions. Some people think that these people deserve to be in the workhouse.  Homework tasks |
| 1. **Impressions of Oliver** | Oliver is placed in solitary confinement and is punished for asking for more food.  Oliver becomes an apprentice at an undertakers.  An undertaker is someone who organises funerals.  Oliver is given small bits of meat to eat, meat which the dog wouldn’t eat.  Oliver is in a vulnerable situation leaving the workhouse. | **T2: vulnerable – in a situation where you can be easily harmed.** |  | * An Inspector calls | Knowledge retrieval question:  Persuasive techniques:  Anecdote, repetition, imperative, personal pronouns, emotive language, facts, opinions, rhetorical question, exaggeration, statistics, triple  **Big question: What makes Oliver vulnerable?**  Oliver is **vulnerable** because he is **disenfranchised** in society. He has a lack of access to education, job opportunities and political power.  Potentiality, Oliver could be **exploited** by those who are supposed to care for him making him **vulnerable**.  Due to the extreme **oppression** and **despair** experienced by Oliver this makes him extremely **vulnerable** as he seeks ways to improve his situation.  Homework tasks |
| 1. **The class system in Victorian Britain** | Society was very unequal in the Victorian era.  The family you were born into decided your class.  The aristocracy (upper class) were powerful and wealthy.  They were nobles and lords.  They lived a luxurious life with no worries.  The bourgeoise (middle class) ran businesses and owned factories.  They were ambitious and growing in wealth.  Hey benefitted from the Industrial revolution.  The proletariat (working class) worked in factories and as servants.  They had terrible living conditions and were struggling to survive. | **Hierarchy - a system of ranking people** |  | * The Tempest * Blood Brothers * An Inspector Calls * A Christmas Carol | Knowledge retrieval questions  **Persuasive techniques**   1. Rhetorical question 2. Anecdote 3. Emotive language 4. Personal pronoun 5. Statistics   **Where have we heard the term hierarchy before?**  The Tempest – on board the ship at the beginning of the play, on the island  **Social classes**   1. A 2. P 3. P 4. B 5. A 6. P   **Fill in the table activity**  See knowledge column for suggested answers  Complete the sentences activity (note that pupils should be developing their sentences and providing reasons and examples)   1. The aristocracy **lived a luxurious life with no worries** **because they were powerful and wealthy.** 2. The proletariat**, who lived and worked in appalling conditions, struggled to survive due to severe deprivation and oppression.** 3. Victorian society **was very unequal and life depended on the family you were born into.** 4. The bourgeoisie **hoped they could live like the aristocrats as the Industrial Revolution gave them more money and opportunities.**   Homework tasks |
| 1. **Knowledge checkpoint**   Knowledge checkpoint aims to assesses to what knowledge pupils have of what has been studied so far.  This will allow pupils to set an individual target of review. | It is important to review learning to move knowledge from the short term to the long-term memory.  It is important to identify knowledge which we cannot recall easily – it is this knowledge which we need to relearn. |  | Information on life in the Victorian era.  Definitions of the key words covered in the scheme so far.  Information on the Industrial Revolution.  Information on Charles Dickens.  Information on social classes in the Victorian era.  Persuasive techniques |  | Knowledge retrieval:  **MCQ**   1. B (Divisions in society) 2. C (The highest class) 3. A (The middle class) 4. B (The lowest class) 5. B (Wage-earners) 6. B (The bourgeoise)   **Knowledge checkpoint**   1. Britain ruled many countries around the world. 2. Queen Victoria 3. Lack of necessities to meet basic needs 4. The introduction of machines and factories 5. Pollution, overcrowding, diseases such as cholera, poverty oppression of the poor 6. Take advantage for your own gain. 7. Chimney sweep, pick pocket, domestic servants, match-making, miner 8. Cottage industries, agriculture 9. Destructive, damaging; causing shock, distress or grief 10. He was sent to a debtor’s prison for failing to pay his debts 11. Owned factories 12. The Poor Law 13. Prolonged cruel, unjust or harsh treatment 14. Concerned, angry, annoyed 15. Poor people 16. Education 17. A short story to illustrate a point 18. Dislike of humankind 19. Omission, possession 20. Helpless and weak, easily harmed   Homework tasks |
| 1. **Life at the Sowerberry’s** | Oliver is vulnerable, especially when other characters have power over him.  There were many vulnerable orphans, like Oliver, in Victorian England.  Noah works at the undertakers, is very poor and is older than Oliver.  The area where the Bayton family live is one of immense deprivation.  Non-fiction writers convey their feelings about the topic through a number of methods  The writer, Engels, was deeply concerned about the living conditions of the working class.  He did this by using an anecdote and sensory language and first-hand account |  | Oliver was born into a workhouse  Oliver was a disenfranchised member of society | * Non-fiction writing tasks * Paper 2 English language | Knowledge retrieval  **Synonyms**  Injustice – wrong  Deprivation – impoverished  Squalor – grimy  Indignant – upset  Exploit – make use of  **Notes on the area where the Bayton family live**  Crowded and densely inhabited  Dirty and miserable  People had a neglected appearance  Men and women gave squalid looks  Houses aged and decayed  Boards over windows and doors  The kennel was stagnant and filthy  The rats were suffering from starvation  **Stop and jot: What is the writer’s attitude towards living conditions? How does he convey these attitudes?**  **Discussion points:**  Deeply concerned about the squalid living conditions of the working class  Described the harsh living conditions  Vivid and disturbing glimpse into the realities of life for the poorest members of society  Description of the slum is harrowing with its cramped and filthy cottages.  Strong adjectives – ‘hateful’, ‘repulsive’. ‘filthy’, ‘stench’ - convey writer’s disgust towards the conditions  The writer provides a shocking illustration of the extreme overcrowding.  Used sensory language to describe  Anecdote used to support his ideas – a reminder of the desperation that many families faced  Feels disgusted at the inhumane living conditions and extreme poverty  Shows the extent to which poverty strips people of the most basic necessities  First hand experience after visiting the slums  Critical tone conveying outrage  Emotive language  **Big question: Write a letter in response to the article about the terrible living conditions poor people find themselves living and explain what you think the government or church should do to help.**  Model response in booklet to be discussed after pupils have completed their response. This will then provide  Homework tasks |
| 1. **Chapter 8: Oliver meets Fagin** | Oliver has changed from a shy and quiet boy to someone who has started to take control of his life  Oliver meets the Artful Dodger.  Dodger offers to provide Oliver with food and shelter  Oliver doesn’t fully trust Dodger but accepts his help because he’s desperate.  The part of London Oliver is led to is awful. It is smelly and muddy with children screaming and drunk people everywhere.  Anti-Semitism is prejudice and racism against Jewish people.  The Victorian era was highly anti-Semitic and Jewish people suffered many cruelties.  Fagin, the novel’s villain, is a Jew.  Dicken’s is criticised for his anti-Semitic presentation of Fagin. | **T2: dialect – a form of a language which is peculiar to a specific region or social group.** | Oliver was a vulnerable character who was treated poorly in the workhouse | * Rhetoric * Gothic horror (Writing skills) | Knowledge retrieval questions  **Complete the sentences**   1. Oliver could be exploited because **he was an orphan and had no-one to protect his.** 2. Oliver could be exploited, so **he had to be careful and watchful of the people around him.** 3. Oliver could be exploited, but **he is starting to stand up for himself an escape his oppressors.** 4. Since Oliver could be exploited, perhaps Dickens was **using his character to draw attention to the social injustices and inequalities of the time.**   **Dialect activity**  What’s the row? – What’s the matter?  Beak’s order eh – A court order, right?  How green? – How naïve and inexperienced?  All right me convey. – hello mate  You want grub? – Do you want some food?  On yer pins – stand up  **CCQ: Description of Fagin**  Shrivelled  Villainous looking and repulsive face  Matted red hair  Greasy flannel gown  **CCQ: Villains in year 7 curriculum**  King Minos, The serpent, Hades, Grendel/Grendel’s mother  Sir Ironsoul, Karl, Dr Kalmenius  Prospero, Caliban (Victims or villains)    **CCQ: Run-on sentences**   1. Run-on (We smiled. They frowned. We smiled, but they frowned.) 2. Complete 3. Complete 4. Run-on (They went out. He stayed at home. They went out, so he stayed at home.) 5. Complete 6. Run-on (His creased shirt was covered in stain. He wore a smart jacket to try and hide them. His creased shirt was covered in stain, so he wore a smart jacket to try and hide them.)   **Big write: villainous character**  **Model 1:**  In the dark alleys of Victorian London, lurked the despicable villain known only as ‘The Shadow.’ Dressed in tattered black garments he moved like a cat, his movements silent and calculated. His gaunt face was shadowed by a wide-brimmed hat and his piercing gaze sent shivers down the spines of those who dared to cross his path.  With a menacing smirk, The Shadow carried out his evil plans to manipulate and **exploit** the **vulnerable**, especially the unsuspecting poor. Striking his unsuspecting victims like a viper he slithers through the dirty and miserable streets. A dark cloud hanging over the streets he casts his shadow of fear and mistrust over all who encounter him.  **Model 2:**  Amidst the cobbled streets and gas-lit alleys of Victorian London there slinked a mysterious and deadly figure. This villainess was a master of deception. Clad in black, her raven hair hung around her face. Sending shivers down the spines of all who encountered her, her ice-blue eyes glittered with evilness.  **Indignant** about the **injustices** faced by poor people she hunts the filthy and grimy streets for the **corrupt** to bring them to justice. Like a spider, spinning a web of deceit she ensnares the unsuspecting prey.  Homework tasks |
| 1. **Life on the streets** | Writer’s use a variety of methods to convey their feelings.  **Structural shifts** – what the writer focuses on: one event, different events, pace,  **Structural viewpoint** – examples include autobiography, report, article, inclusion of others, descriptive, reflective, location  **Perspective** – first person, personal, impersonal  **Tone** – humorous, light-hearted, serious, moral, informative, dramatic, distressed, cheerful, factual  **Language features** – figurative language, rhetorical questions, statistics, listing, hyperbole  **Word choices** – scientific, emotive,  *Please note not all these features will be in the examples in the booklet. These are methods taken from Paper 2-mark schemes which pupils need to be aware of.* | **T3: perspective – an attitude towards something; a point of view** |  | * Paper 2 Qu5 * Rhetoric unit | Knowledge retrieval:  **Using vocabulary**   1. Charles Dickens was **indignant** about the treatment of poor people during the 19th Century. 2. Due to a lack of education and opportunities many poor people were **disenfranchised**. 3. One of the consequences of the Industrial Revolution was more people living in **poverty** because of the overcrowding. 4. The lack of access to clean water was a form of **deprivation**. 5. The most **vulnerable** members of society were at risk of **exploitation** by **corrupt** members of society.   **CCQ: Writer’s perspective**  Description of the scene (evokes a sense of pity and sadness and compassion)  Description of the child (creates a sense of empathy and sympathy)  The child’s story – creates a sense of indignation and concerns for the child’s welfare)  Use of emotive language – ‘misery’. ‘wreck of society’, ‘injured innocence’ – creates a sense of sadness for the homeless children  **Big write: Imagine you are Charles Dickens and you are delivering a speech about the treatment of poor people to persuade people that poor people need more help. You will need to use your knowledge of the Industrial Revolution and the consequences, the treatment of the poor and life in a work house.**  My dear friends and fellow citizens,  I stand before you today as a witness to the struggles of the poor in our great nation. As Charles Dickens, I have seen first-hand the consequences of the Industrial Revolution on the working class. While the Industrial Revolution has brought about tremendous economic growth and technological advancements, it has also resulted in great inequality and exploitation of the poor.  The most vulnerable members of our society are forced to work long hours in hazardous conditions for little wages. Children as young as six years old are employed in factories working twelve to sixteen hours a day. Many are injured or killed in accidents due to unsafe working conditions. The poor have no rights, no protection and no voice in the decisions that affect their lives.  In addition to the harsh working conditions, the poor are also subjected to inhumane treatment in workhouses. These institutions are meant to provide relief to the poor, but instead, they are used to exploit and punish them. The poor are forced to work long hours, given little food and subjected to brutal discipline. Families are separated and over two-thirds of inmates die before the age of 45.  Other people wrongly suggest that poor people are lazy and deserve how they are treated. How can we morally stand by and let these poor, vulnerable people be treated like this?  The treatment of the poor in our society is an injustice. We must recognise that poverty is not a choice but a result of social inequality and a lack of opportunity. It is our responsibility as a society to provide for those in need and ensure that all have access to basic necessities such as food, shelter and healthcare. We must also work together to address the root cause of poverty and inequality. This means creating fair work laws to protect workers from exploitation and abuse. This means providing education to help people acquire the skills they need to thrive in our great country. This means investing in our communities to create opportunities for all.  We must stand up for those who cannot stand up for themselves and fight for a more equal society. Let us work together to build a world where everyone has the chance to live their best lives.  Thank you |