



## English – Year 7 – Autumn Oliver Twist

### Big Picture

Having finished year six and having a prolonged amount of time away from reading, this scheme aims to instil a love of reading for our pupils, allowing them to become immersed in a text and its characters. Building on key skills from primary school, in regards to grammar and punctuation, this scheme is taught alongside the English Mastery scheme of learning and focusses on helping pupils generate topic sentences in an essay, alongside learning how to structure a developed piece of writing about a text. Pupils will be introduced into the world of Dickens and explore what life was like for the most vulnerable in the Victorian era.

### Sequence 1: The Victorian era

**The Victorian era and poverty-** Pupils explore **the reign of Queen Victoria** and explore what life was like during this time.

**Workhouses and the poor law-** A range of sources are studied, allowing pupils to gain insight into the **hardships of the poor**.

**First impressions of Oliver-** The idea of an orphan is explored here. Pupils focus on **selecting and retrieving** key information from a text.

**The gruel scene-** Pupils **explore the language** in this famous scene. Pupils are introduced to glossaries and learn strategies **for working out meanings of unfamiliar words**.

**Mrs Bumble as a corrupt character-** Pupils learn the **word ‘corruption’** and explore how this existed in Victorian England. Mrs Bumble’s character is studied in depth.

**Formative Assessment and Homework:** Pupils will be baseline tested at the end of this sequence. Class teachers will use data from this to inform future planning for SPaG. Pupils will complete weekly quizzes on the Knowledge

### Sequence 2: Understanding Oliver’s World

**Oliver as vulnerable-** Pupils will apply the word ‘vulnerable’ to **Oliver and explore the qualities which make him vulnerable**.

**How to create a topic sentence-** Pupils learn how to **generate a topic sentence about a character**.

**Oliver’s journey to London-** There is a focus on **comprehension** skills here.

**The Artful Dodger-** Pupils explore the **difference between dialect and standard English**. Pupils learn how to closely read a text.

**Fagin as a villain-** Pupils consider the qualities of a villain. **They closely study Fagin as a villain**.

**Oliver as naive-** Pupils learn the word naïve. They **select precise evidence from the text** to support this notion.

**Formative Assessment and Homework:** Pupils will complete weekly quizzes on the Knowledge Organiser.

### Sequence 3: The dangers that Oliver faces

**Crime and Punishment in the Victorian era-** Pupils will explore the **ramifications for crimes** in the Victorian era. Pupils will revisit the historical/social context of the story.

**Bill Hunter-** Pupils focus on **selecting apt quotations** from a text. They will focus on the skill of annotating.

**A safe place and the painting-** Pupils study how **other characters react to Bill Sykes**.

**Bill’s relationship with the dog-** Pupils focus on **supporting topic sentences with relevant quotations**. Pupils focus on building more detail into an analytical paragraph. Extended writing.

**Warnings-** Pupils will continue to study Bill Sykes in depth. They will focus on the **skill of annotation** when tackling extracts.

**Bill’s treatment of Oliver-** Pupils will explore the **relationship between Bill and Oliver**, continuing to focus on improving their annotations.

**Continued corruption-** Pupils **revisit the theme of corruption** within the story. They will revise key characters in the text.

**Formative Assessment and Homework:** Formative assessment here: analysis of a key character in the story. Pupils will complete weekly quizzes on the Knowledge organiser.

### Sequence 4: Writing essays

**Fagin’s revenge-** Pupils explore the death of Nancy. They look for similarities/differences between Oliver and Nancy’s character and **develop the skills of**

**comparison. Consequences-** Pupils revisit the **idea of victims and villains** in the story. They explore the consequences that characters face.

**How to summarise-** Pupils study the end of the text. This lesson focusses on the **skill of summarising**.

**Unseen extracts-** Pupils **prepare to analyse** an unseen extract.

**How to structure an essay-** Pupils learn how to write an **introduction** and a **conclusion** to an extended piece of writing. Focus on What, How and Why.

**Summative Assessment and Homework:** Summative assessment here: what type of character is Bill Sykes?

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### Developing Cultural Capital:

Pupils will explore historical context through the teaching of the text.

In this unit, pupils will explore the Victorian era through images, film clips, visual stimuli and extracts, which will ensure a multimodal and immersive experience.

### Progression Model:

The scheme embodies a plethora of transferrable skills which will be revisited and consolidated throughout KS3 and KS4:

- Context
- Descriptive vocabulary for key characters
- Constructing topic sentences
- Annotating extracts
- Comparison

### Reinforcement and Retrieval Practice

Key vocabulary is revisited throughout the scheme: words such as vulnerable, corrupt, victim, villain, naïve, orphan etc are continuously applied to a range of characters in the text.

AFL is used during every sequence to assess understanding. This is achieved through both peer and teacher feedback. Questioning is embedded in all lessons and developed in a plethora of ways: peer questioning, teacher questioning, higher order questioning etc.

The end of unit assessment will be a reading assessment focusing primarily on the use of language.

**Reading Assessment:** What type of character is Bill Sykes?

Sequence 4 will be marked in depth by the class teacher. Pupils will have the opportunity to read the feedback and “upgrade” their work using the critique given.

**The homework tasks are specifically designed to strengthen skills and key knowledge about the whole text.**