

Home-School Learning Collaboration – GCSE English Language

Topics in this cycle: Dickens Villains	Taught: Summer 2	Year Group: 7
Key knowledge/concepts to be learnt ('Tell me about...')	Websites/blogs/YouTube links and further reading to deepen and consolidate learning	
<p>What are the key social features of 19th century London?</p> <ul style="list-style-type: none"> • Identify and understand key contextual knowledge. • Explain the importance of contextual knowledge in relation to the text being explored and how it impacted society and audiences at that time. <p>How Dickens's characters and plots form an important part of our British literary heritage.</p> <ul style="list-style-type: none"> • Importance of intertextuality and the influence of key writers. <p>How to comment on how Dickens' uses methods to create meaning.</p> <ul style="list-style-type: none"> • Know how to structure an analytical response, commenting on methods used by a writer and the impact of these. <p>How to use Dickens's methods to create believable characters.</p> <ul style="list-style-type: none"> • Apply learning of methods into own construction of believable characters. 	<p>https://britishheritage.org/charles-dickens</p> <p>https://dickensmuseum.com/</p> <p>Discuss famous characters from Dickens novels.</p> <p>Watch and discuss films based on famous Dickens novels.</p>	

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Key Vocabulary and Definitions To Be Learnt		What Will The Assessment Look Like?
Charactonym	A name given to a literary character that is descriptive of a quality or trait of the character	<p>KS3 assessments consist of the following components.</p> <ul style="list-style-type: none"> Section A: 10 short response questions based on key knowledge of the unit studied. Section B: 15 mark extended response in the form of creative writing or a set question based on the text. <p>The entire assessment is worth 25 marks and grades are given as percentages.</p>
Caricature	A picture, description, or imitation of a person in which certain striking characteristics are exaggerated in order to create a comic or grotesque effect.	
Polysyndeton	Repetition of conjunctions in close succession	
Dickensian	Reminiscent of the novels of Charles Dickens, especially in suggesting the poor social conditions or comically repulsive characters that they portray.	
Rhetorical question	A question asked in order to create a dramatic effect or to make a point rather than to get an answer.	
Antagonist	A person who actively opposes or is hostile to someone or something; an adversary.	
Misogyny	Hatred or prejudice against women, typically exhibited by men	
Symbolism	The use of symbols to represent ideas or qualities	
Tension	A literary context is the sense that something ominous is right around the corner.	
Climax	The point at which the highest level of interest and emotional response is achieved.	
Pathetic Fallacy	The attribution of human feelings and responses to inanimate things or animals, especially in art and literature.	<p>Family Learning Opportunities</p> <p>Discussion around Charles Dickens books and films created from literature texts. Conversations about characters and characteristics.</p>
Anti-Semitism	Hostility to or prejudice against Jewish people.	