

# English Mastery: Unit of Work Document



# English Mastery

## Year 7 Autumn Term

### *Oliver Twist* by Charles Dickens, Traditional Pathway

	Lesson title	Key knowledge	Teacher notes
<b>Week 1</b>	Victorian England Rich and Poor Workhouses	What changes happened in London in the Victorian era; the difference between the lives of the rich and poor in London; life for the poor in the workhouse.	
<b>Week 2</b>	Charles Dickens Oliver's birth Oliver's time in the workhouse	Charles Dickens' biography and link to the poor experience in London; Oliver's birth and childhood in the workhouse.	
<b>Week 3</b>	'Please Sir' The Sowerberry family Noah	Oliver's banishment from the workhouse; Oliver's time working at the undertakers.	
<b>Week 4</b>	How to write topic sentences Oliver runs away Close analysis of Dodger	Composing topic sentences; Oliver running away from the undertakers and his journey to London; analysing the description of Dodger.	
<b>Week 5</b>	Dodger's London Fagin Pickpocketing	Dodger introduces Oliver to London; Oliver meets Fagin; Oliver is taught to steal; Oliver is falsely accused of stealing a handkerchief.	
<b>Week 6</b>	The Courthouse Mr Brownlow Bill Sikes	Oliver is rescued from the courthouse by Mr Brownlow; Oliver is safe with Mr Brownlow; analysing the introduction of Bill and his threat to Oliver.	
<b>Week 7</b>	Bill Sikes and Bullseye Capture Breaking In	Analysing Bill Sikes and his threat to Oliver; Oliver is kidnapped by Bill and Nancy; Oliver is forced to join Bill on a break in.	
<b>Week 8</b>	The locket A New Plan Fagin's Revenge	Mr Bumble reveals information about Oliver's past to Mr Brownlow; Bill and Fagin plot to kidnap Oliver; Fagin reveals Nancy's betrayal of Bill.	

<b>Week 9</b>	Nancy's Murder Endings Assessment Preparation 1	Bill murders Nancy; Bill and Fagin are punished for their crimes; Oliver finds out about his real family; Selecting and analysing key quotes about Bill.	
<b>Week 10</b>	Assessment Preparation 2	Composing an introduction and conclusion.	

# Week 1

## Key vocabulary:

Victorian, era, workhouse, poverty, disease, Dickens.

Lesson 1	Mastery Content	Lesson guide	Resources
Lesson 2	<p><b>Mastery Content</b></p> <ul style="list-style-type: none"><li>• The Victorian era was between 1837 -1901.</li><li>• The era is named after Queen Victoria.</li><li>• Britain was the most powerful nation in the world at this time.</li><li>• London had a growing population during the Victorian era.</li><li>• The growing population led to overcrowding and poor living conditions.</li><li>• Poor living conditions and a lack of hygiene led to disease and death.</li></ul>	<p><b>Lesson guide</b></p> <p><b>Do Now</b> Students to arrange different periods in history in chronological order. Teacher to share correct order and discuss any misconceptions.</p> <p><b>Explanation</b> Teacher to relay the moment when Queen Victoria became queen using the information on the PP slide. Teacher to discuss the length of her reign using the timeline.</p> <p><b>Reading activity:</b> <b>Read the Victorian era information sheet together as a class. Ensure students know the meaning of the key vocabulary. Refer to the words and phrases as you read the text.</b></p> <p><b>Discussion:</b> Brief discussion about the main themes of the text:</p> <ul style="list-style-type: none"><li>• <b>When was the Victorian era?</b></li><li>• <b>What were the good things about Victorian London?</b></li><li>• <b>What were the bad things?</b></li></ul> <p><b>Comprehension activity:</b> Students to use the information sheet to complete the questions on the second column of the worksheet.</p> <p><b>Mastery assessment plenary</b> <b>Students complete quiz. If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/ask another student to explain correct answer.</b></p>	<p><b>Resources</b></p> <p>Victorian Era information sheet Task sheet</p>
	<p><b>Mastery Content</b></p> <ul style="list-style-type: none"><li>• Rich Victorian people had a comfortable life that included luxuries and entertainment</li><li>• Poor people had tough lives, often went hungry and had to work hard usually in very physical jobs</li><li>• Both rich and poor people suffered, and often died from, disease</li><li>• Both rich and poor people had to live in a polluted and congested city</li></ul>	<p><b>Lesson guide</b></p> <p><b>Do Now</b> Consolidate knowledge from previous lesson.</p> <ul style="list-style-type: none"><li>• When was Victorian England?</li><li>• What happened to London's population in the Victorian era?</li><li>• Can you remember the name of a building that was built during the Victorian era?</li></ul> <p><b>Extension</b> What were the differences in the lives of rich people and poor people in Victorian England?</p> <p><b>Modelling</b> Teacher to model how to complete the Venn diagram.</p> <p><b>Listening activity</b> <b>Students listen to audio clips that recount a day in the life of a rich child and a poor child in Victorian London.</b></p> <ol style="list-style-type: none"><li>1. <b>Play and listen for understanding</b></li><li>2. <b>Play again whilst students complete the Venn diagram</b></li><li>3. <b>Take feedback (answers on slide 6)</b></li></ol> <p><b>Main activity</b> Print and hand out colour copies of the pictures (5 in total). <b>Model how to 'read' a picture using picture 1.</b> <b>In pairs, students to analyse the remaining pictures and then complete the third column of the worksheet (same worksheet as previous lesson).</b></p> <p><b>Mastery assessment plenary</b> Students to complete mastery quiz. Address misconceptions.</p>	<p><b>Resources</b></p> <p>Model Venn Diagram Blank Venn Diagram Images Images with notes for teacher Worksheet from Lesson 1</p>

# Week 1

## Key vocabulary:

Victorian, era, workhouse, poverty, disease, Dickens.

### Lesson 3

#### Mastery Content

- Life was hard for very poor people in Victorian London.
- The Poor Law introduced in 1834 meant that poor people who couldn't get paid work were sent to workhouses.
- The conditions in the workhouses were awful.
- Many people died in the workhouses.
- Dickens thought that The Poor Law treated poor people like criminals.

#### Lesson guide

##### Do Now

Students recap what they looked at last lesson about what life was like for rich people and poor people in Victorian London.

##### Reading

As a pre-reading activity, students recap what life was like for Jack the chimney sweep and learn about the word 'law'. Students then read about The Poor Law and discuss the comprehension questions with their partner after each section.

##### Writing summary

Students use the sentence stems to write a paragraph summarising what life was like for people who couldn't work in Victorian London. Students check their writing for accuracy.

##### Comprehension

As a pre-reading activity, show students the clip of the jobs at the workhouse. Discuss the video and feedback to the questions. Read the comprehension text about Victorian workhouses. Students to complete comprehension questions. Make links to the video about the types of work the people would be completing there.

##### Video

**Students watch the brief video which gives more detail about what life was like in workhouses and answer the comprehension questions.**

##### Summary recap

Students use the pictures to recap what they have learnt this lesson.

##### Mastery assessment plenary

Students to complete mastery quiz. Address misconceptions.

#### Resources

The Poor Law of 1834

# Week 2

**Key vocabulary:**  
novel, childbirth, tough, starvation, corruption

Lesson 4	<p><b>Mastery Content</b></p> <ul style="list-style-type: none"> <li>Charles Dickens had to work in a factory to pay off his father's debts.</li> <li>He was born in Portsmouth.</li> <li>He wrote novels, which are long books which usually tell a story about imaginary people and events.</li> <li>He published lots of his books in magazines as serials.</li> <li>His books were popular in his own lifetime.</li> <li>He cared about poor people in Victorian England.</li> <li>He lived in the 19<sup>th</sup> century.</li> </ul>	<p><b>Lesson guide</b></p> <p><b>Do Now</b> Students recap what they learnt last lesson about workhouses.</p> <p><b>Comprehension</b> Before watching a short BBC video, students recap what they know about Charles Dickens already and are explicitly taught the word <b>novel</b> with an accompanying true or false quiz. Students watch the video about Charles Dickens' early life to consolidate knowledge from article. Click on the video tab. It is the first video – Charles Dickens' early life. Discuss the video and why some people might consider Charles Dickens to be lucky.</p> <p><b>Comprehension</b> Students read text about Charles Dickens' life and his work as a writer. Every student needs a copy of the comprehension text. Students to answer questions on PP slide about the two texts in English books in full sentences.</p> <p><b>Making predictions</b> <b>Students are introduced to the idea that it is common for novels to have morals and are asked to discuss what they think the moral of <i>Oliver Twist</i> will be, based on what they have learnt so far. They then choose the moral closest to what they discussed.</b></p> <p><b>Mastery assessment plenary</b> Students to complete mastery quiz. Address misconceptions.</p>	<p><b>Resources</b></p> <p>Charles Dickens video Who was Charles Dickens?</p>
Lesson 5	<p><b>Mastery Content</b></p> <ul style="list-style-type: none"> <li>The story has a sad beginning</li> <li>Workhouses were cold and inhospitable places</li> <li>Complications during childbirth were common due to limitations in medicine</li> <li>Oliver's mother died during childbirth</li> <li>Oliver is an orphan</li> <li>Oliver started his life in a workhouse</li> <li>Mr Bumble gave Oliver his last name, Twist</li> <li>That orphans were common in Victorian Britain and that life as an orphan was tough.</li> </ul>	<p><b>Lesson guide</b></p> <p><b>Do Now</b> Students to read opening line of the novel. Do they think the story will be about rich or poor people? What kind of things might happen to give it 'a note of sadness'? EXTENSION: how do you think the story might be similar to Dickens's life?</p> <p><b>Reading</b> Re-cap of what an orphan is and what their lives were like. Teacher to read Chapter 1 of 'Oliver Twist' (Classic Starts version) Recap questions about the meaning of workhouse, gruel and orphan (these words were taught in lesson 3)</p> <p><b>Finding evidence</b> Students match the images to information from Chapter 1. Teacher takes feedback and shows evidence from the novel alongside the statements.</p> <p><b>'Oliver Twist'</b> Ask students to answer the following two questions: - What is our first impression of Oliver Twist? - What do we think his early life will be like? - In lesson 2, we met Jack, the chimney sweep. How is Oliver's life similar? How is it different?</p> <p>Students have time to think about how the first chapter connects to Dickens' life and the moral of his story.</p> <p><b>Feedback</b> Take feedback. What are students' impressions? What will life be like for him?</p> <p><b>Mastery assessment plenary</b> Students to complete mastery quiz. Address misconceptions.</p>	<p><b>Resources</b></p>
Lesson 6	<p><b>Mastery Content</b></p> <ul style="list-style-type: none"> <li>The workhouse where Oliver grows up is a tough place</li> <li>That Oliver's life in the workhouse is tough because he is starving and that he is nominated to ask for more food</li> <li>The word corrupt describes a person that uses their power in a dishonest or illegal way</li> </ul>	<p><b>Lesson guide</b></p> <p><b>Do Now</b> Students explain how photograph A links to last lesson's learning.</p> <p><b>Reading</b> Whole class reading of Chapter 2: Life in a Workhouse. Reading focus: Questions about what Oliver's day is like. Students show understanding by giving adjectives to describe some of the main characters in the scene (first one modelled). Watch the YouTube clip of this scene. Why is this scene so famous? Do we have sympathy for Oliver ?</p> <p><b>Mastery recap</b> Students discuss how Oliver's workhouse is similar to what they have looked at with workhouses so far. Explicit teaching of the word 'corrupt'.</p> <p><b>Reviewing Reading</b> Students review the day from Mr. Bumble's point of view and read his diary entry.</p> <p><b>Application</b> Students compare Oliver's day and then write a diary entry for him for the same day.</p> <p><b>Check</b> Students check the accuracy of their writing.</p> <p><b>Fortnightly quiz</b> Students complete fortnightly quiz. Can take feedback and address misconceptions.</p>	<p><b>Resources</b></p> <p>Mr Bumble's Diary</p>

# Week 3

**Key vocabulary:**  
vulnerable, orphan, undertaker, bully, malicious

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 7</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>The meaning of the words <i>vulnerable</i> and that orphans like Oliver were very vulnerable</li> <li>We are reading two different versions of 'Oliver Twist' and how they are different</li> <li>How to use a glossary</li> <li>The board member believes Oliver will become a criminal</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now:</b> Students write down their answers to the questions about the quotation 'Please, sir, I want some more'.</p> <p><b>Different editions</b> Teacher explains to students that we are reading the novel in two different forms and that the original text is more complicated than the original and has more unfamiliar vocabulary. Students look at how to use a glossary.</p> <p><b>Reading and comprehension</b> Students read their first extract from the original novel. Students answer the questions once they have read and read about the man in the white waistcoat.</p> <p><b>Vocabulary</b> Students learn the word <b>vulnerable</b> and consider how Oliver is vulnerable and where we see this.</p> <p><b>Review</b> Students combine their understanding of the word vulnerable with the word <b>corrupt</b> (previously looked at), in the question 'Why does the Bumbles being corrupt mean that the boys are vulnerable?'</p> <p><b>Mastery assessment plenary</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 8</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>The world beyond the workhouse is also hostile and holds many challenges for Oliver</li> <li>Your daily diet was determined by wealth</li> <li>The board wants to get rid of Oliver so much that they will pay someone to take him away</li> <li>Mrs Sowerberry, the undertaker's wife, dislikes Oliver and does not have sympathy for him</li> <li>Oliver feels excited but apprehensive about his new adventure</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> Students decide which words from the list apply to Oliver and write down why.</p> <p><b>Reading and comprehension</b> Class reading of Chapter 3. Pair discussion using prompts</p> <p><b>Reading and comprehension</b> Class reading of Chapter 4. Analysis of the name Sowerberry. Students write down their answers to the comprehension questions in full sentences.</p> <p><b>Consolidation activity</b> Students discuss what each character thinks about Oliver at this point in the novel.</p> <p><b>Mastery assessment plenary</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 9</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>Noah works at the undertakers, is very poor, is older than Oliver and gets bullied by other boys for being poor</li> <li>Noah bullies Oliver</li> <li>What malicious means and that Noah is malicious</li> <li>Oliver attacks Noah</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> Why is Oliver vulnerable?</p> <p><b>Character</b> Students given key information about Noah before reading about him. In particular, they are told about all the different ways Noah bullies Oliver.</p> <p><b>Reading and comprehension</b> Reading of extract from original Chapter 6, followed by comprehension questions.</p> <p><b>Vocabulary</b> Teaching of the word <b>malicious</b></p> <p><b>Reading and comprehension</b> Students continue to read from Chapter 6 and are told that they will see examples of Noah's malicious behaviour. Students discuss the questions after reading.</p> <p><b>Closer reading</b> Students choose the passage in which Noah is being malicious and then look at why what he says is malicious in more detail. They then write a paragraph to explain why Noah is malicious.</p> <p><b>Mastery assessment plenary</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>



# Week 4

**Key vocabulary:**  
analytical, journey, dialect, streetwise, to dodge

Lesson 10	<p><b>Mastery Content</b></p> <ul style="list-style-type: none"> <li>That we will write about 'Oliver Twist' in analytical paragraphs.</li> <li>The first sentence of an analytical paragraph is often called a point</li> <li>A point should:             <ul style="list-style-type: none"> <li>Answer the question</li> <li>Say something accurate</li> <li>Focus on one thing</li> </ul> </li> </ul>	<p><b>Lesson guide</b></p> <p><b>Do Now</b> Students choose words from the list that apply to Noah and write down their reasons for choosing those words.</p> <p><b>Analytical paragraphs</b></p> <ul style="list-style-type: none"> <li>Students are reminded of what a paragraph is and that you should be able to see where paragraphs change in a piece of writing.</li> <li>They are then told that they will be writing their own paragraphs but that they will be thinking carefully about a story rather than writing a story.</li> </ul> <p><b>Correct points</b> Students are taught what makes a correct point. Teacher modelling of examples and non-examples.</p> <p><b>Worksheet</b> Students work through the work sheet, deciding which points are correct. The answers are given on the subsequent slides.</p> <p><b>Independent work</b> Students write up their own points for the passages they are given.</p> <p><b>Mastery assessment plenary</b> Students to complete mastery quiz. Address misconceptions.</p>	Resources	Writing Correct Points worksheet
Lesson 11	<p><b>Mastery Content</b></p> <ul style="list-style-type: none"> <li>Mr Bumble thinks Oliver has changed because he was given meat</li> <li>Oliver decides to run away to London to have a better life</li> <li>Oliver's journey to London is hard</li> <li>Oliver has changed from a shy and quiet boy to someone who can stand up for himself a bit and take control of his life</li> </ul>	<p><b>Lesson guide</b></p> <p><b>Do Now</b> What makes Oliver's life at the undertaker's so unpleasant?</p> <p><b>Reading and comprehension</b> Reading and comprehension (miss out Chapter 5 from the Classic Starts version. Students read the original instead.) Read Chapter 6 Comprehension questions</p> <p><b>Reading and comprehension</b> Read Chapter 7 Comprehension questions.</p> <p><b>Review</b> Write about Oliver's life so far, using the sentence stems to help you.</p> <p><b>Mastery</b> Students to complete mastery quiz. Address misconceptions.</p>	Resources	
Lesson 12	<p><b>Mastery Content</b></p> <ul style="list-style-type: none"> <li>Oliver meets Dodger</li> <li>Dodger speaks with a dialect</li> <li>Dodger is a pickpocket</li> <li>Dodger is confident and streetwise</li> </ul>	<p><b>Lesson guide</b></p> <p><b>Do Now</b> Students link the images to what they found out about Oliver's journey last lesson.</p> <p><b>New Learning</b> Students recap what they learnt about the difference between life for rich and poor children in Victorian England and then consider how the voices we hear (the Emily and Jack, the chimney sweep) are different. Students learn about dialect and some key phrases before trying to work out what some of the phrases could mean.</p> <p><b>Reading and comprehension</b> Students to read the original version of Chapter 8.</p> <p><b>Close analysis</b> Teacher models close analysis and students annotate the blank copy as they go.</p> <p><b>Analytical paragraph</b> <b>How does Dickens present The Artful Dodger in Chapter 8?</b></p> <p><b>Reading and comprehension</b> Students continue to read the passage and answer comprehension questions on it.</p> <p><b>Fortnightly quiz</b> Students complete fortnightly quiz. Can take feedback and address misconceptions.</p>	Resources	Dodger Close Reading Annotated (Teacher) Dodger Close Reading Blank Copy (Student).

# Week 5

**Key vocabulary:**  
wretched, repulsive, villain, pickpocket, to betray, naïve

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 13</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>• Dodger know about punishments for crimes and doesn't like to be out on the streets in the daylight</li> <li>• Oliver doesn't fully trust Dodger but accepts his help because he's desperate</li> <li>• The part of London Oliver is lead to is awful. It is smelly and muddy with children screaming and drunk people everywhere</li> <li>• The part of London Dodger lives in scares Oliver</li> <li>• The house Dodger takes Oliver to has a password</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> What does the quotation tell us about Dodger?</p> <p><b>Reading and comprehension</b> Students read from Chapter 8 of the original novel and then answer comprehension questions.</p> <p><b>Reading and comprehension</b> Students continue to read from Chapter 8 and then answer true and false questions on what they have read.</p> <p><b>Activity</b> Students discuss the statements about whether Oliver should have gone to London or not and then write down their ideas.</p> <p><b>Analysis activity</b> Students to weigh up the facts about Fagin versus Dickens's description. Discuss this with students first. You could hot seat this activity with you taking the role of Charles Dickens and students can quiz you about your word choices.</p> <p><b>Mastery</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 14</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>• The meaning of the word villain</li> <li>• Fagin is a corrupt villain</li> <li>• Oliver doesn't realise Fagin is a villain</li> <li>• Fagin is a corrupt villain</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> How are these images linked to Oliver's arrival in London?</p> <p><b>Reading and comprehension</b> Students read the passage in which Oliver arrives at Fagin's den. Students then link the images to what they have found out about Fagin's den.</p> <p><b>Further comprehension activity</b> Students to analyse the quotations that describe Fagin and his character. Model expectations before students begin using the PP slide.</p> <p><b>Vocabulary</b> Students are taught the word <b>villain</b>. Students consider which characters they have met so far who could be considered as villains and why this might be. Students are then taught the relationship between the words corrupt and villain.</p> <p><b>Close reading</b> Students consider Fagin's description in more depth.</p> <p><b>Reading and comprehension.</b> Students read Chapter 10 in the Classic Starts edition. Students discuss the question <b>'what have we read that suggests Fagin might be a villain?' and write down their responses.</b></p> <p><b>Mastery</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 15</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>• Oliver realises the trade of Fagin and the boys</li> <li>• Oliver is frightened and alarmed</li> <li>• Oliver is betrayed by his new friends</li> <li>• Oliver is naïve</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> What words would you use to describe Fagin and why?</p> <p><b>Reading and comprehension</b> Read abridged version of Chapter 10 from the original novel. It's chunked into before, during and after the theft.</p> <p><b>Reading and Comprehension 1:</b> After first section of reading, students answer comprehension questions.</p> <p><b>Vocabulary:</b> Students learn the word <b>naïve</b> and consider how what they have read shows that Oliver is naïve.</p> <p><b>Reading and Comprehension 2:</b> After section section, students consider the consequences of Oliver's naivety and put the events in chronological order.</p> <p><b>Reading and Comprehension 3:</b> After third section, students consider what each main character will be thinking after the pickpocketing.</p> <p><b>Review:</b> Students write one or more sentences about the characters they have seen so far, using the words corrupt, villain, vulnerable, malicious and naïve.</p> <p><b>Mastery</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>



# Week 6

**Key vocabulary:**  
transportation, execution, theft, innocent, dangerous

Lesson 16	Mastery Content	<ul style="list-style-type: none"> <li>The most common crime in Victorian London was theft and it was often committed by children</li> <li>Punishments for crimes were very harsh in Victorian London and children could be punished the same way as adults</li> <li>Oliver is found innocent in court</li> <li>Brownlow is the voice of Dickens in the novel and thinks that the way Oliver is treated in court is terrible</li> </ul>	Lesson guide	<p><b>Do Now</b> Students to relate the images to what they have read so far.</p> <p><b>Context</b> Students read about Joseph Lewis to gain an understanding of child. criminals.</p> <p><b>Reading and comprehension</b> Read the comprehension sheet about crime in Victorian England and then relate the images to what they've read. Students then consider who is more of a criminal; Fagin or Dodger.</p> <p><b>Reading and comprehension</b> After a brief summary of Oliver's situation, students read Chapter 12 and consider reactions to his capture (how Mr Brownlow and Fagin differ).</p> <p><b>Mastery</b> Students to complete mastery quiz. Address misconceptions.</p>	Resources	Comprehension - Crime
Lesson 17	Mastery Content	<ul style="list-style-type: none"> <li>Oliver feels loved and safe for the first time in his life</li> <li>Bill Sikes is a dangerous character</li> <li>How to write an analytical paragraph</li> </ul>	Lesson guide	<p><b>Do Now</b> Students to predict what Oliver's new room will be like.</p> <p><b>Reading and comprehension</b> Students read Chapter 13 and stop to discuss the reading focus questions. Stop at page 76.</p> <p><b>Reading and comprehension</b> Students read the introduction of Bill Sikes from the original novel and answer comprehension questions.</p> <p><b>Close analysis activity</b> Annotation of a quotation is modelled. Students then write it up on the quotation hunter and then have a go at annotating a quotation more independently (answers given). Students can then do one independently and write them up on their quotation hunters.</p> <p><b>Mastery</b> Students to complete mastery quiz. Address misconceptions.</p>	Resources	Quotation Hunter
Lesson 18	Mastery Content	<ul style="list-style-type: none"> <li>Fagin, Nancy and even Bull's Eye are afraid and wary of Bill</li> <li>Fear influences the characters' behaviour</li> <li>Oliver is connected to the painting</li> <li>The woman in the painting is likely to be Oliver's mother</li> <li>Oliver's life in London is at a crossroads</li> <li>Nancy is willing to stand up to Bill in order to save Oliver</li> </ul>	Lesson guide	<p><b>Do Now</b> Students read the quotations about Bill Sikes and decide which quotation tells us he is malicious and which tells us he is violent.</p> <p><b>Reading and comprehension</b> Students read Chapter 13, A Safe Place and find five new things we learn about Bill.</p> <p><b>Quotation analysis</b> Students analyse how other characters respond and react to Bill. What do we learn about Bill? Do students want to add a quotation to their collection?</p> <p><b>Reading and comprehension</b> Students read Chapter 14, The Painting and discuss how they think the painting relates to Oliver's life.</p> <p><b>Fortnightly quiz</b> Students complete fortnightly quiz. Can take feedback and address misconceptions.</p>	Resources	

# Week 7

## Key vocabulary:

violence, criminal, burglary, threat, capture, vicious

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 19</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>Bill is a known criminal</li> <li>Bill is capable of hurting those he loves most</li> <li>Bill is capable of extreme violence</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> Students reread the end of Chapter 14 and decide which words best describe Oliver in the passage.</p> <p><b>Reading and comprehension.</b> Students read the short extract taken from Chapter 15 and decide which statements about it are true or false. They then summarise the scene in four sentences.</p> <p><b>Group analysis activity</b> Assign groups (5 in total. It doesn't matter if more than one group have the same questions.) one section each (print extract worksheet in lesson folder) + questions. Ask them to note down their discussion ideas in their English book or in their quotation hunter.</p> <p><b>Independent activity</b> Students to answer the question What does Bill's relationship with his dog tell us about him? with reference to the extract. Supporting phrases, a check and model paragraphs are provided. This paragraph will be marked for reading and writing and the feedback will be acted on when preparing for the final assessment.</p> <p><b>Mastery</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Keep quiet, you warmint! Group resources.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 20</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>Fagin and Bill Sikes want to capture Oliver in case he informs the law</li> <li>Oliver's happiness is always overshadowed by the threat of Bill Sikes and Fagin</li> <li>Oliver is taken on a job with Bill and will therefore be complicit in a crime</li> <li>Monks is a mysterious character who is somehow connected to Oliver</li> <li>Nancy and Fagin warn Oliver about Bill</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> Plot recap Students to answer the following question: Why do you think Bill and Fagin are so desperate to find Oliver and bring him back to the den?</p> <p><b>Reading and comprehension</b> Students read Chapters 15 and 16 and answer comprehension questions.</p> <p><b>Reading and comprehension</b> Switch back to the original booklet and look at the warnings given to Oliver by Fagin and Nancy (reprinted on PP too). What do these warnings reveal about Bill?</p> <p><b>Analysis</b> Students consider Bill in more detail and then write a paragraph about him using the vocabulary they have learnt.</p> <p><b>Mastery</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 21</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>Oliver is in real danger. If he is caught he will go to jail or worse</li> <li>Bill threatens to shoot Oliver in the head if Oliver doesn't comply</li> <li>Oliver is terrified of Bill but is willing to die rather than commit a crime</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> Students read Bill's statement about why he needs Oliver for the burglary and answer questions about how Bill is going to use Oliver.</p> <p><b>Reading and comprehension</b> Students read the original extract – The burglary – Chapter 22 in extract booklet and put the events in the correct order.</p> <p><b>Reading and comprehension</b> Focus on Oliver's feelings. Reread the short passage. What scares him Students read the rest of the burglary passage and answer comprehension questions on it.</p> <p><b>Quotation hunter</b> Students discuss one of the key quotations about Bill and record their analysis on their quotation hunter sheets.</p> <p><b>Mastery</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>

# Week 8

**Key vocabulary:**  
locket, confess, victim, manipulate. Plot, murder

Lesson 22	<b>Mastery Content</b> <ul style="list-style-type: none"> <li>Mr and Mrs Bumble kept the locket from Oliver</li> <li>The locket confirms Mr Brownlow's suspicions</li> <li>Mrs Maylie, Harry Maylie and Rose are also connected to Oliver's life</li> <li>Monks is significant to the plot</li> </ul>	<b>Lesson guide</b> <p><b>Do Now</b> Creative writing activity. Ask students to write a positive or negative account of the moment Oliver wakes up.</p> <p><b>Reading and comprehension</b> Students read Chapter 18 and decide whether the statements about it are true or false.</p> <p><b>Reading and comprehension</b> Students read Chapter 19 and consider how the characters are related to each other.</p> <p><b>Analysis</b> Students discuss Rosie Maylie's quotation and their opinions of Oliver.</p> <p><b>Mastery</b> Students to complete mastery quiz. Address misconceptions.</p>	Resources
Lesson 23	<b>Mastery Content</b> <ul style="list-style-type: none"> <li>Fagin and Bill Sikes plot to get Oliver back</li> <li>Nancy betrays the gang by confessing to Mr Brownlow</li> <li>Nancy places herself in great danger to save Oliver</li> <li>Fagin and Bill are both villains</li> <li>Oliver and Nancy are both victims.</li> </ul>	<b>Lesson guide</b> <p><b>Do Now</b> Students consider the differences between the Maylie family and Fagin's gang.</p> <p><b>Reading and comprehension</b> Students read Chapters 20 &amp; 21 and complete corresponding comprehension activities.</p> <p><b>Reading and comprehension</b> Students read Chapter 22 and consider what has happened to Dodger and what the gang has discovered about Nancy.</p> <p><b>Vocabulary</b> Explicit teaching of the word victim followed by activity in which students apply the word to different characters, considering whether they are villains or victims.</p> <p><b>Mastery</b> Students to complete mastery quiz. Address misconceptions. .</p>	Resources
Lesson 24	<b>Mastery Content</b> <ul style="list-style-type: none"> <li>Fagin hates Nancy for betraying the gang</li> <li>Fagin has begun to look even more like a villain</li> <li>Fagin knows exactly how to manipulate Bill to make sure he kills Nancy</li> <li>Fagin feels betrayed by Nancy so plots her demise</li> <li>Fagin only cares about not getting caught</li> </ul>	<b>Lesson guide</b> <p><b>Do Now</b> 1. Why is Fagin so upset by Nancy's betrayal? 2. What does he have to lose?</p> <p><b>Reading and comprehension</b> Students read 'Fatal Consequences: Fagin's Revenge' up to '<b>as every evil thought and blackest purpose lay working at his heart' and consider key passages.</b></p> <p><b>Reading and comprehension</b> Students read 'Fatal Consequences: Fagin's Revenge' up to '<b>“Whoever it was, I'd serve them the same”.</b>' and analyse Bill's reaction to Fagin's words.</p> <p><b>Quotation hunter</b> Students add Bill's reaction to their quotation hunter to record their ideas.</p> <p><b>Fagin's last words to Bill</b> Students consider Fagin's last words to Bill. It's important that they come away realising that Fagin wants Bill to kill Nancy quietly so that he doesn't get caught (not because he doesn't want her to be killed too violently).</p> <p><b>Fortnightly quiz</b> Students complete fortnightly quiz. Can take feedback and address misconceptions.</p>	Resources

# Week 9

**Key vocabulary:**  
heartless, brutal, inheritance, comeuppance, climax

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 25</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>• Bill Sikes is a heartless villain and that Nancy has sacrificed her life for Oliver</li> <li>• Dickens uses language to blacken Bill's character</li> <li>• Dickens uses language to show the reader that Nancy is in danger</li> <li>• Dickens uses language to create sympathy for Nancy</li> <li>• Bill's anger reaches its climax and results in Nancy's death</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> Quick recap of where Bill is going and then: what evidence have we seen that Bill is capable of murder?</p> <p><b>Vocabulary</b> Explicit teaching of the word brutal.</p> <p><b>Reading and comprehension</b> Students read 'Fatal Consequences, Part 2: Nancy's Murder' and then write down what makes Bill's murder of Nancy so brutal.</p> <p><b>Analysis</b> Teacher models how to annotate a quotation. Students annotate their own in pairs (answers provided). Students then annotate one independently.</p> <p><b>Quotation hunter</b> Students add one of the quotations they have analysed to their quotation hunters.</p> <p><b>Independent Analytical Paragraphs</b> <b>Students write an analytical paragraph about the question What does Nancy's death tell us about Bill Sikes? Supporting phrases and checklist given.</b></p> <p><b>Mastery</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 26</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>• Bill and Fagin get their comeuppance</li> <li>• Agnes, the woman in the painting, was Oliver's mother</li> <li>• Monks is Oliver's half brother</li> <li>• Rose is Agnes' younger sister</li> <li>• Rose is Oliver's aunt</li> <li>• Oliver gets his inheritance</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do Now</b> Students write down which of the statements they agree with more and give their reasons ('Bill Sikes is a brutal villain who doesn't deserve any sympathy' or 'Bill Sikes is a complex character who deserves some sympathy').</p> <p><b>Reading and comprehension</b> Students read Chapters 23 &amp; 24 – students are obviously already aware of Nancy's death but it is advised that students still read Chapter 23 so that they can learn about what happens to Bill. They then put the entire plot in the correct order and write a summary of the plot in 50 words.</p> <p><b>Moral</b> Students discuss whether they agree with the moral and find evidence to support their view.</p> <p><b>Dickens' message</b> Read Dickens' preface to 'Oliver Twist'. Ask students to work in groups to discuss what Dickens was trying to say about Bill.</p> <p><b>Mastery</b> Students to complete mastery quiz. Address misconceptions.</p> <p><b>Exit ticket</b> What did you enjoy most about reading Charles Dickens' classic story, 'Oliver Twist'?</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Chapter 10</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 27</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> <li>• The topic of the assessment is Bill Sikes</li> <li>• There are a number of key scenes Bill Sikes in Oliver Twist</li> <li>• Sikes develops as a character throughout the novel</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p><b>Do now: Bill Sikes</b> Students think of ways to describe Bill Sikes, and consider whether they are all positive or negative. Which is the most interesting part? Review answers and link to events in the novel.</p> <p><b>Assessment</b> Introduce the context of the assessment. It will be on Bill Sikes. Introduce format of assessment. Students will need to write about a given extract. They will also need to write about the play as a whole.</p> <p><b>Assessment preparation.</b> Review how to find information and key quotations from Practice Exam extract. Focus on taking an overall characteristic from the passage, and then reading with intention to find quotations to support this. Model analysis of the quotations found</p> <p><b>Notes Page</b> Explain that we will be preparing for the other paragraphs. Model positive and negative quotation hunters (too much detail = bad). You may wish to discuss the reasons for this with some classes (too scripted, too much preparation, does not happen at GCSE, not enough freedom to explore and link with other quotations)</p> <p><b>Complete Notes</b> Students then complete the notes preparation from the given extracts. Teachers may wish to read through the extracts with their class.</p> <p><b>Mastery</b> Students to complete mastery quiz. Address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Resources: Student Notes Sheet (Appendix 2 in the assessment pack) and Extract Booklet.</p>

# Week 10

Key vocabulary:

Lesson 28

Mastery Content

- Structure of an essay
- How to write an introduction
- How to write a conclusion

Lesson guide

**Do now: Bill's characteristics**

Rank the characteristics from worst to least worst.

**Analytical paragraph structure**

Review analytical paragraph structure. Show students "bad" paragraph, ask them to review it with a partner. After this discussion, students should independently rewrite it.

Model "good" paragraph. This has been placed after the task so that students do not attempt to copy or parrot it, particularly so close to the exam.

**Essay Structure**

Explain essay structure. Explain that yesterday we focused on the unseen extract, now we will prepare for the introduction and conclusion. This may be the first time that students have heard about this, and so may need some elaboration.

**Introduction**

Introduction: students select 3 pieces of information to reference in their introduction. After this, scholars write a good opening sentence, based on the key adjectives they have been using. Reward and praise interesting opening sentences. In partners, jointly write an introduction.

**Conclusion.**

Information about the conclusion should be presented as a reflection of/closely modelled on the introduction. Scholars should be encouraged to give an opinion. For High Prior Attaining students, discussion could focus on how to give an opinion without using personal pronouns and the purpose of the character.

Review exemplar conclusion.

**Exam Review**

Review Exam timings and take any questions. Wish students good luck!

**Mastery**

Students to complete mastery quiz. Address misconceptions.

Resources