A Christmas Carol

12-Week Scheme of Work

Year 10 Online English Literature Class

Overall Aims

- Develop secure knowledge of plot, characters, structure (five staves), key methods, and Victorian context.
- Analyse language, form, structure, and themes (redemption, social responsibility, poverty, Christmas spirit, isolation vs community, time/change).
- Build exam skills (extract-based and whole-text responses; AO1–AO3).
- Practise online collaboration, discussion, and independent analysis.

Assumptions

- One main live online session (60–75 mins) + independent/follow-up tasks per week.
- Students have access to the text (or annotated digital version) and a shared platform (Google Classroom / Teams / equivalent) for extracts, quizzes, breakout rooms, and collaborative docs.
- Suitable for AQA-style GCSE Literature (easily adapted to other boards).
- Differentiation via scaffolded sentence starters, extension challenges, and choice tasks.

Core Resources

Text extracts • Knowledge organisers (characters, themes, context, key quotes) • Short video clips (context / BBC adaptations) • Kahoot / Quizizz • Padlet / Jamboard for collaborative annotation • Shared Google Docs for paragraph modelling • Retrieval quizzes.

Weekly Breakdown

Week 1: Introduction, Context & Opening of Stave 1

Focus: Dickens, Victorian London, first impressions of Scrooge.

Objectives: Understand social/historical context and how Dickens introduces Scrooge.

Live session: Context mini-lecture + images (poverty, workhouses, Christmas traditions); close reading of opening descriptions; collaborative annotation of key phrases (“solitary as an oyster”, weather imagery).

Independent: Read Stave 1 up to Marley’s appearance; complete short context research task or quiz.

Assessment: Retrieval quiz + first-impressions paragraph.

Week 2: Stave 1 – Scrooge, Fred, Charity Men & Marley’s Ghost

Focus: Characterisation of Scrooge; foil characters; supernatural warning.

Objectives: Analyse language used to present Scrooge and Marley’s message (“Mankind was my business”).

Live session: Breakout discussions on contrasts (Scrooge vs Fred / charity collectors); language analysis of Marley’s chains and appearance; model PEA/PETAL paragraph.

Independent: Finish Stave 1; quote bank for Scrooge + Marley; short analytical paragraph.

Assessment: Peer-assessed paragraph on Marley’s warning.

Week 3: Stave 2 – Ghost of Christmas Past & Scrooge's Childhood

Focus: Memory, isolation, early influences.

Objectives: Explore how the Past Ghost reveals Scrooge's loneliness and the start of his change.

Live session: Shared reading + annotation of schoolboy Scrooge and Fan scenes; discussion of symbolism of light/dark and the Ghost's appearance.

Independent: Read remainder of early Stave 2 scenes; dual-coding or timeline of Scrooge's past.

Assessment: Short response on how Dickens creates sympathy for young Scrooge.

Week 4: Stave 2 – Fezziwig, Belle & the Turning Point

Focus: Employer vs employee, lost love, choices.

Objectives: Analyse contrast between Fezziwig and Scrooge; explore Belle's role and the theme of opportunity/regret.

Live session: Comparative analysis (Fezziwig's party vs Scrooge's counting-house); close focus on Belle's dialogue and Scrooge's reaction.

Independent: Complete Stave 2; character comparison table; creative task (letter from Belle or Fezziwig).

Assessment: Analytical paragraph on the significance of Fezziwig or Belle.

Week 5: Stave 3 – Ghost of Christmas Present & the Cratchits

Focus: Generosity, family, poverty with dignity.

Objectives: Examine how Dickens presents the Cratchit family and Christmas spirit despite hardship.

Live session: Close reading of Cratchit Christmas dinner; pathos and Tiny Tim; collaborative theme tracking (poverty, family, joy).

Independent: Read key Cratchit scenes + Fred's party extract; quote collection on Tiny Tim and Bob.

Assessment: Extended paragraph on the Cratchits as a contrast to Scrooge.

Week 6: Stave 3 – Wider Society, Ignorance & Want

Focus: Social responsibility, allegory, Malthusian ideas.

Objectives: Analyse Ignorance and Want and Dickens' critique of Victorian attitudes to the poor.

Live session: Context link (Poor Law, "surplus population"); close analysis of the children under the Ghost's robe; discussion of Scrooge's changing response.

Independent: Finish Stave 3; knowledge organiser update; short essay-style response on social responsibility.

Assessment: Timed response on Ignorance and Want (with success criteria).

Week 7: Stave 4 – Ghost of Christmas Yet to Come

Focus: Fear, death, consequences of inaction.

Objectives: Explore the silent Ghost, atmosphere, and visions of Scrooge's possible future.

Live session: Atmosphere and structural techniques (silence, darkness, anonymity of the dead man); analysis of the businessmen, charwoman, and Cratchit family grief.

Independent: Read Stave 4; track Scrooge's emotional responses; key quote annotations.

Assessment: Paragraph on how Dickens builds tension/fear.

Week 8: Stave 4–5 – Redemption & Transformation

Focus: Climax of change; cyclical structure.

Objectives: Trace Scrooge's full journey and the significance of Stave 5.

Live session: Comparative reading (Stave 1 vs Stave 5 language and behaviour); discussion of redemption and whether change is complete/believable.

Independent: Finish the novella; before/after table for Scrooge; personal response to the ending.

Assessment: Whole-text response planning task (e.g. "How does Dickens present Scrooge's transformation?").

Week 9: Themes & Structure Deep Dive

Focus: Key themes + form (staves as carol, time structure, cyclical narrative).

Objectives: Synthesise themes and evaluate Dickens' methods and message.

Live session: Theme stations/breakouts (redemption, poverty/social duty, Christmas spirit, isolation); structure discussion.

Independent: Theme mind-maps with integrated quotes and context; revision of knowledge organiser.

Assessment: Theme-based short essay or mind-map presentation.

Week 10: Characters & Methods Consolidation

Focus: Major and minor characters; language, symbolism, contrast.

Objectives: Produce detailed character profiles and analyse writer's methods.

Live session: Character deep-dives (Scrooge arc, the three Ghosts, Cratchits, Fred, Marley); symbolism (chains, light/dark, fire, food).

Independent: Character essay plan or dual-character comparison; quote precision practice.

Assessment: Character-focused exam-style paragraph(s).

Week 11: Exam Skills & Practice

Focus: Extract questions, whole-text questions, planning and writing.

Objectives: Apply mark-scheme criteria; practise timed responses with feedback.

Live session: Model responses + mark schemes; shared planning of extract and whole-text questions; peer feedback on structure and analysis.

Independent: Complete one full practice question; self-assessment against AOs.

Assessment: Full practice response (formative).

Week 12: Revision, Assessment & Creative Synthesis

Focus: Consolidation, formal assessment, creative engagement.

Objectives: Demonstrate secure knowledge and analytical skill; reflect on learning.

Live session: Retrieval games, quote challenges, hot-seating or debate (e.g. "Is Scrooge fully redeemed?"); final Q&A.;

Independent: Formal timed assessment (extract + whole-text style questions) or creative task (modern adaptation pitch, alternative ending with justification, or multimodal response) + short reflective piece.

Assessment: Formal assessment or creative + reflective piece.

Ongoing Elements Across the 12 Weeks

- Weekly retrieval starters (characters, quotes, context).
- Quote banks and knowledge organisers updated live.
- Regular short writing (PEA/PETAL paragraphs → full responses).
- Online tools: breakout rooms for discussion, collaborative annotation, quizzes for low-stakes testing.
- Differentiation: sentence stems and model paragraphs for support; extension via critical theories, alternative interpretations, or creative stretch.

- Homework balance: reading + focused analysis or creative tasks.

This sequence moves from guided reading and close analysis to independent synthesis and exam readiness while remaining manageable for an online Y10 class. It can be compressed or expanded depending on lesson frequency and student needs.