Year 7 Unit 2 Overview: Introduction to 19th Century Fiction

Test date: December 2021

You will learn how to:

- **retrieve relevant information from texts**
- **analyse the effect of writers' choices of language and use supporting evidence from the text to explain your points**
- **write about what the author intended when they wrote the story**
- **respond to a nineteenth century text appropriately**

An expert in English is:

Inquisitive and perceptive, an appreciative reader, who enjoys reading and responding analytically to a wide range of texts.

Confident and creative, a compelling writer, able to adapt their style to suit a range of audiences, forms and purposes.

Engaging and thoughtful, a fluent communicator, confident to articulate their own opinions and responds to others with sensitivity and skill.

Unit Overview

During this unit, you will focus on developing the following skills:

- reading and responding appropriately to a nineteenth century fiction text (e.g. Dickens)
- identifying and retrieving relevant information from an extract of the text
- analysing writers' choices of language and their effects
- selecting relevant supporting evidence from texts (quotes)
- **challenge: Making educated guesses about what the author intended their audience to react like when reading the text.**

Yellow Key Words: Subject terminology:

context:
- when the text was written
- what the society was like at the time the text was written.
- what or who influenced the writer.
- what political or social influences there would have been.
- what influences there may have been in the genre that may have affected the writer
- when the text was written and when it was set may also have an important part to play in what is written

imagery: Using figurative language to represent objects, actions and ideas in such a way that it appeals to our physical senses.

simile: comparison of one thing with another using 'like' or 'as'

metaphor: comparison of one thing with another, without the use of like or as

alliteration: same letter or sound at the beginning of closely connected words

personification: human characteristics attributed to something non-human

adjective: a word that describes a non

adverb: a word that describes a verb or adjective

verb: an action or doing word

noun: the name of a person, place or thing

audience: the readers of a text

Cross curricular:

SMSC: understand and appreciate the wide range of historical context. Key issues in Victorian times (Poverty/religion/education/class systems/moral choices)

Literacy: descriptive, creative writing using poetic conventions. Re-drafting and proof-reading.

Numeracy: using diagrams for planning

Suggested reading or support available:

www.online-literature.com/dickens
www.charlesdickensinfo.com/christmas-carol
https://www.youtube.com/watch?v=unKuZ2wlNdw
(animated overview of the life of Dickens)
https://www.youtube.com/watch?v=xLhNP0qp38Q
(animated overview of the Industrial Revolution)

iPad opportunities:
- Pic Collage of themes or characters
- Simple Mind (Mind mapping planning tool)
- Research on context/author
- Padlet chat regarding how a character is presented

Purple Key words: Ambitious vocabulary

Victorian	Prosperity	Miserly
Context	Virtue	Covetous
Brisk	Gluttony	Deplorable
Bleak	Morose	Epiphany
Ignorance	Ominous	Disparity
Solitary	Transparent	Euphoria
Nurture	Boisterous	Destitute
Hesitate	Array	Avarice
Spectre	Insatiable	Oppression
Poverty	Apparition	Forsaken
Jovial		