

**Threshold Concept- Year 10- A Christmas Carol:**

TC1 - Understanding texts

TC2 - Demonstrate an appreciation of the writer's craft through analysis and critically evaluative comments.

TC3 - Understanding the relationships between texts and the contexts in which they were written.

**A plot and character summary of 'A Christmas Carol:' Full text (if on MS Teams) = [A Christmas Carol Audiobook](#)**



**THE CHARACTERS**

**Scrooge**  
A mean, miserable, lonely old miser. Can he learn the truth about Christmas and about himself before it is too late?

**Bob Cratchit**  
Scrooge's poor office clerk and a loving father. Can he earn enough money to save his son's life?

**Tiny Tim**  
Bob's gentle, frail son. Will he live or will he die?

**Jacob Marley's ghost**  
Scrooge's dead business partner. Will his terrible warning come too late?

**Ghost of Christmas Past**  
Why does this ghost make Scrooge weep with both joy and sorrow?

**Ghost of Christmas Present**  
A cheerful spirit. Will Scrooge heed his warnings?

**Ghost of Christmas Yet to Come**  
A frightening, silent ghost. Can Scrooge change the dreadful future this spirit shows him?

Using this information can you:

- Recount what happens from start to finish in the novella?
- Explain who the primary characters are, and what makes them unique?

You should use this information to get the base knowledge needed for Charles Dickens' story.

E.g. The Ghost of Christmas Yet To Come shows Scrooge a horrible future where he dies- he is a silent, petrifying ghost.

**How to analyse the writer's craft- break the quotation up into smaller chunks. Example on Scrooge.**

Golden-adjective = suggests value.

Scrooge is a rare and valuable human being- a nice rich man. He is valued by the people around them, now!

Scrooge also now values the sunlight and the world around him = he is appreciative.

**Noun:** Sunlight brings life, light and warmth. Scrooge brings life as he gives money to Bob to ensure Tiny Tim continues to live. He brings light as he is a much more jolly and friendly person. He brings warmth as he is a far warmer, more compassionate man.

Golden sunlight; Heavenly sky; sweet fresh air; merry bells.

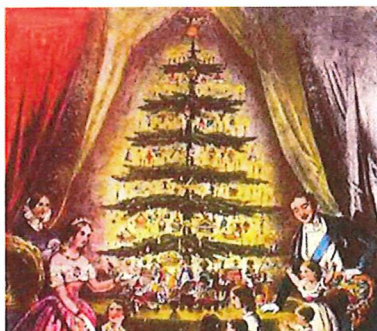
**Adjective-** Scrooge sees Heaven above him in the sky. London is now a place he is happy in- it is a heaven to him. It also suggests his new religious side where he follows God's teachings to treat others well.

**Adjective-** links to the idea of rebirth. Scrooge is starting afresh- he is reincarnated as a completely new Scrooge. The whole world is fresh to him and he is fresh to the world and the people around him, too.

In order to be successful, you must know a range of different moments from the whole story. For example, other moments where Scrooge is important include:

- Scrooge's introduction as a miserable boss. "Bah! Humbug!"
- Scrooge as a child. "Poor boy!"
- Scrooge's reaction to the ghosts. "I will honour Christmas in my heart."

**The relationships between A Christmas Carol and the historical context in which they are written.**



Prince Albert and Queen Victoria decorating a Christmas tree 1848. Where the tradition started.



Saint Nicholas- patron saint of children, known for his generosity and kindness.



INSPIRED



The Ghost of Christmas Present, who resembles Saint Nicholas and is surrounded by new Victorian Christmas tradition.



Look out for other parts of the novella clearly inspired by the outside world. i.e. poverty, treatment of children, workhouses.



**Threshold Concept- Year 10- Poetry:**

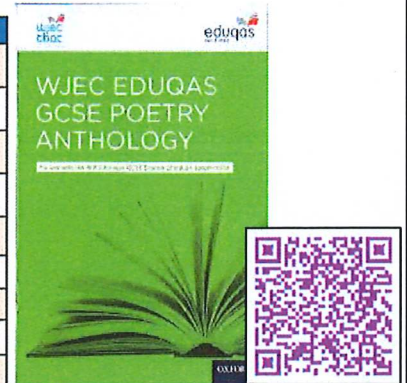
TC1 - Understanding texts

TC2 - Demonstrate an appreciation of the writer's craft through analysis and critically evaluative comments.

TC3 - Show understanding of the relationships between texts, and the contexts in which they were written.

1 sentence summaries of each poem: Full annotations (if on MS Teams) = **Annotated 15 poems.**

Poem	1 sentence summary
The Manhunt	The one where a wife writes about her scarred soldier-husband.
Sonnet 43	The one about listing ways you love someone.
London	The one about hating a city and what it represents.
The Soldier	The one about the glory of dying for England.
She Walks in Beauty	The one about the beauty of a mourning woman.
Living Space	The one about the cramped Indian slums.
As Imperceptibly as Grief.	The one about fear of time passing away and death.
Cozy Apolgia	The one about the specialness of a normal "boring" relationship.
Valentine	The one about how love is like an onion
A Wife in London	The one about the wife who finds out her husband has died in South Africa.
Death of a Naturalist	The one about where frogs teach a child about reproduction.
Hawk Roosting	The one about where a bird is compared to humanity.
To Autumn	The one where a season is compared to a woman/ goddess.
Afternoons	The one where about the restrictions of motherhood.
Dulce Et Decorum Est	The one about a WW1 gas attack.
Ozymandias	The one about the broken statue of someone who was powerful.
Mametz Wood	The one about soldiers' remains in farming fields.
The Prelude	The one about the magic of cold winter days.



You should use this info to get the base knowledge needed for each poem.

Using this information can you:

- Recount the main idea from each poem?
- Begin to recount quotations/words/the background in the poems?

E.g. London is a poem about how horrible the capital of England is to the poet.

How to analyse the poet's craft- use FLIRT to cover a range of different features in your responses.

<b>F</b> orm	Sonnet? Ballad? Free verse? Ode? Narrative poem?
<b>L</b> anguage	Word choices? Adjectives/adverbs? Verbs? Lexical fields? Connotations?
<b>I</b> magery	Similes? Metaphors? Personification? Hyperbole? Senses? Alliteration? Onomatopoeia?
<b>R</b> hyme/structure	Rhyme scheme? Enjambment? Caesura?
<b>T</b> one	Joyful? Depressed? Angry? Ironic? Nostalgic? Shifting?



**Ozymandias example.**

**Sonnet** = love poem = Ozymandias loved his power.

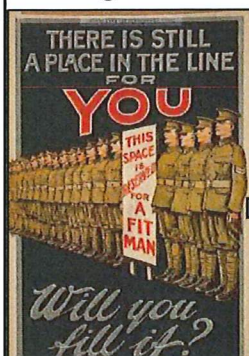
"desert" "boundless" "bare" **lexical field** of loneliness reflects how forgotten Ozymandias is now.

"sneer of cold command" strong sounding **alliteration** suggest violence of Ozymandias to his slaves

"Stand of the desert. Near them..." **Caesura** = isolation of the statue.

"Ozymandias- King of kings" **ironic** tone- Ozymandias' power has faded completely.

Linking the content of the poem to the writer's life/ the history behind it! *This links to the context of the poem, because...*



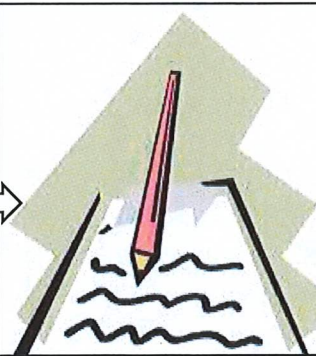
1914- Propaganda posters/ poetry persuades men to go to WW1.



1915- Wilfred Owen enlists in the army.



1915- 1918- Wilfred Owen experiences the horrors of war (including gas attacks).



1917- 1918- Wilfred Owen writes a response to the propaganda that persuaded men to go to war.



Each of the poems have stories behind them that inspired the writers- make sure you know them and mention them to showcase your knowledge!

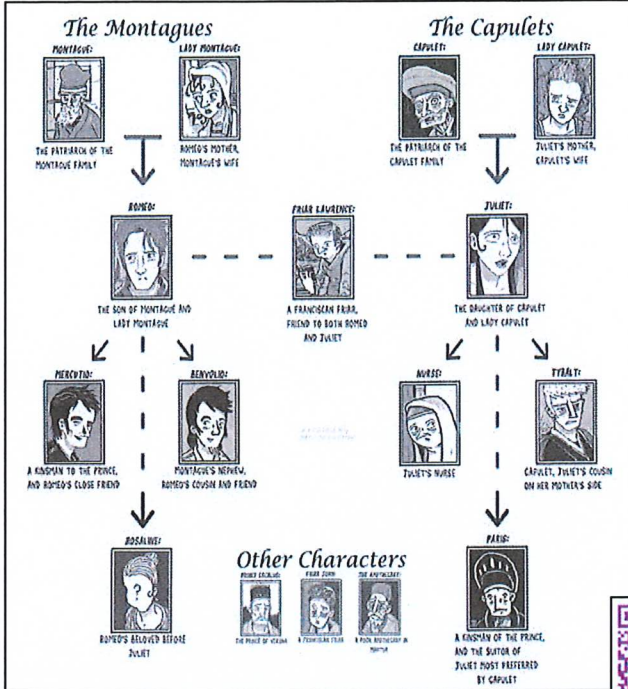
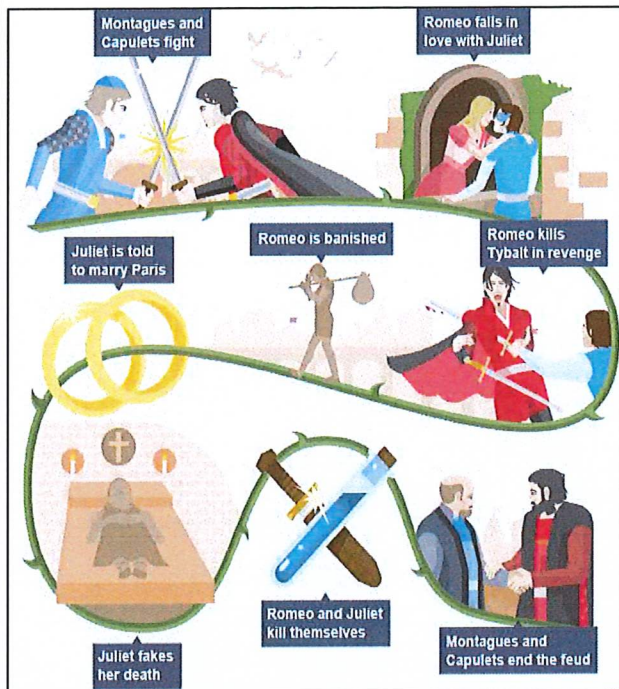


**Threshold Concept- Year 10- Romeo and Juliet:**

TC1 - Understanding texts

TC2 - Demonstrate an appreciation of the writer's craft through analysis and critically evaluative comments.

**A plot and character summary of 'Romeo and Juliet:' Full text (if on MS Teams) = [Romeo and Juliet Audiobook](#)**



Using this information can you:

- Recount what happens from start to finish in the play?
- Explain who the primary characters are, and what makes them unique?



You should use this information to get the base knowledge needed for Shakespeare's play.

E.g. Juliet is instructed to marry Paris by Capulet and Lady Capulet, but fakes her death to avoid this.

**How to analyse the writer's craft- mention the writer's name and all of the choices they make. Example on Tybalt (focus on trying to write explanations like you see in the green box below.)**

The character of Tybalt is presented purposely by Shakespeare to be aggressive and deadly: **"turn, Benvolio and look upon thy death"**. Shakespeare has Tybalt use an imperative here to command the Montague characters to do what he says as he feels superior to them. His use of the metaphor "death" to describe his sword, shows that he often uses the object with the intention of killing his opponents. The original audience may celebrate Tybalt being like this, as it reflects his masculinity and strength in a world which promoted warrior culture, but a modern audience would more likely see his language as overly violent and completely unnecessary, as conflict is looked down upon more so now.

Key quote written down
Technique identified.
What it shows
Audience reaction(s).

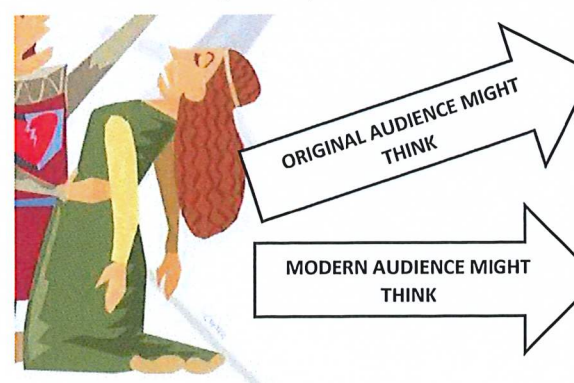
In order to be successful, **you must know a range of different moments** from the whole play. For example, other moments where violence is important include:

- Romeo and Juliet's suicide. "Stabs herself"
- Mercutio's death "a plague on both your houses."
- Romeo kills Tybalt. "They fight; TYBALT falls"



**Developing this further- discussing audience reaction.**

A really effective way to showcase your understanding of the text is by comparing how an original audience might react vs. how a modern audience might react (see the blue part of the WAGOLL above). This is how we do this:



ORIGINAL AUDIENCE MIGHT THINK

Juliet is ungrateful for refusing to marry a suitable man they've selected for her. They may dislike her for trying to resist the male-dominated society that she (and they) are part of.

MODERN AUDIENCE MIGHT THINK

Juliet is right to do what she does. She should pursue the man she loves and should not bow down to the pressure of her parents. They may celebrate her power, in spite of her youth.



Try to consider, as you read the play, your own reactions to characters/ events. Then compare this to how an audience in the 1590s (with very different views to us) would react.

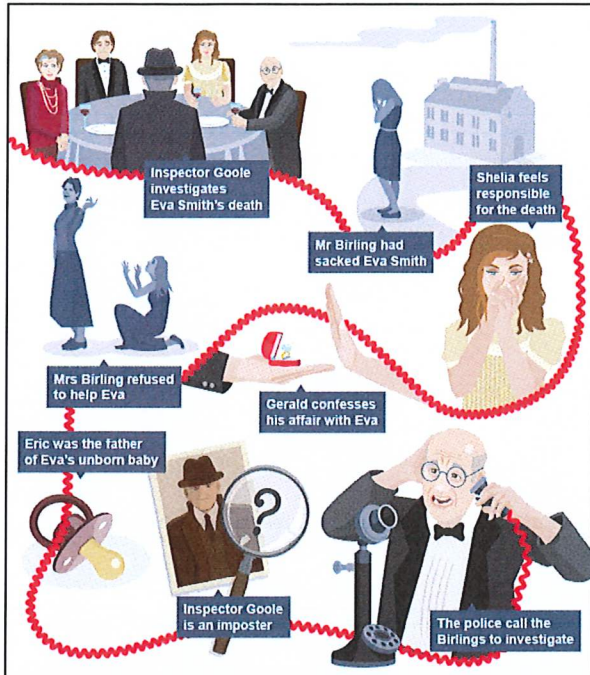


## Threshold Concept- Year 10- An Inspector Calls:

TC1 - Understanding texts

TC2 - Demonstrate an appreciation of the writer's craft through analysis and critically evaluative comments.

### A plot and character summary of 'An Inspector Calls:' Full text (if on MS Teams) = [An Inspector Calls audiobook](#)



**Arthur Birling**  
Head of Birling family, capitalist businessman

**Sybil Birling**  
Birling's snobby wife

**Inspector Goole**  
A police inspector sent to investigate Eva Smith's suicide

**Eva Smith / Daisy Renton**  
A young working-class woman with connections to the Birlings

**Gerald Croft**  
Sheila's fiancé, and son of Birling's business rival

**Sheila Birling**  
Birling's daughter and Gerald's fiancée

**Eric Birling**  
The youngest Birling

Using this information can you:

- Recount what happens from start to finish in the play?
- Explain who the primary characters are, and what makes them unique?

You should use this information to get the base knowledge needed for J.B. Priestley's play.

E.g. Mr Birling is an ignorant Capitalist who sacked Eva Smith for demanding equal pay.

How to analyse the writer's craft- mention the writer's name and all of the choices they make. Example on Sheila (focus on trying to write explanations like you see in green here.)

The character of Sheila Birling is used to reflect that the younger generation have a chance to be different to their elders. The quotation: **"these girls aren't cheap labour, they're people"** shows **Sheila's new understanding that women (regardless of class) should be treated more equally to men. J.B. Priestley has her criticise her male relatives who treat females as lower beings. The adjective "cheap" is used by the writer to show that she feels they are worth more than how society sees them. The original audience may dislike a woman challenging a man at this time as it is not the norm at all, though Sheila would be celebrated by a more modern audience as she is seen more so as a strong feminist figure, similar to the suffragettes.**

Key quote written down
Technique identified.
What it shows
Audience reaction(s).

In order to be successful, **you must know a range of different moments** from the whole play. For example, other moments where Sheila is important include:

- Sheila's introduction as Sheltered and childish "mummy" "daddy"
- Sheila's new-found power in her speech and interruptions "(cutting in)"
- Sheila's change and refusal to accept Gerald's engagement ring. "No...I must think"

### Developing this further- discussing audience reaction.

A really effective way to showcase your understanding of the text is by comparing how an original audience might react vs. how a modern audience might react (see the blue part of the WAGOLL above). This is how we do this:



ORIGINAL AUDIENCE MIGHT THINK

Edna is lucky to work for the Birlings. She has a stable job and an opportunity to live in a beautiful house. (Original theatre-goers more likely to have maids and be Capitalists.)

MODERN AUDIENCE MIGHT THINK

Edna is unlucky to work for the Birlings. She would earn very little indeed and has to wait on a whole family at all hours of the day. (Modern audiences more sympathetic to working-class)



Try to consider, as you read the play, your own reactions to characters/ events. Then compare this to how an audience in 1946 (with very different views to us) would react.