



Student Learning Reflection & Personalised Learning Checklist – Year 11

Subject/Course:	English Literature – A Christmas Carol
Student Name:	

Topic	Key knowledge/skills	Self-Assessment		
		Red	Amber	Green
Context – Charles Dickens life	I know Dickens was born in 1812 and experienced poverty as a child.			
	I can explain how his father was sent to debtors' prison and its impact on Dickens.			
	I understand Dickens worked in a factory at age 12 and how this shaped his views on child labour and poverty			
	I can explain how Dickens used his writing to highlight social inequality.			
	I can make a link between Dickens' personal experiences and the character of Scrooge.			
Context – Class Divides in Victorian England	I know there were strict class divisions: nobility, upper class, middle class, working class.			
	I understand that industrialisation created huge wealth for some but severe poverty for others.			
	I can explain why many poor children had to work, often in dangerous conditions.			
	I can link class divide to characters such as the Cratchits and Scrooge.			
	I can explain how Dickens uses the novella to criticise the rich for ignoring the poor.			
Context – The Victorian Era	I know Queen Victoria ruled from 1837–1901 during the Industrial Revolution.			
	I understand that England's population rapidly increased, causing overcrowding and poverty.			
	I can describe the contrast between wealth and extreme poverty.			
	I know Dickens wrote to encourage moral responsibility and social change.			
	I can link this context to Scrooge's transformation as a model for Victorian readers.			
Context – Health and Medicine	I understand there was no NHS and healthcare was expensive.			
	I know many diseases were common due to poor living conditions.			
	I can explain how life expectancy was much lower for the poor.			
	I can link Tiny Tim's illness to the theme of social responsibility.			
	I understand Dickens uses illness to show the human cost of poverty.			
Context - Workhouses	I know workhouses were places where the poor were forced to live and work if they needed help.			
	I understand conditions were overcrowded, harsh, and unhealthy.			
	I know families were separated and treated harshly as a punishment for being poor.			

	I can explain Scrooge's attitude towards workhouses at the start of the novella.			
	I can explain how Dickens criticises this system through his portrayal of the poor.			
Context - The Poor Law (1834)	know the Poor Law was created to reduce spending on the poor.			
	I understand that money was no longer given directly to the poor – they had to enter workhouses instead.			
	I can explain how this law punished poverty rather than helping it.			
	I can link the Poor Law to Scrooge's comments about prisons and workhouses.			
	I know charities grew as a response to harsh laws, reflecting Dickens' view on compassion and responsibility.			
Topic	Key knowledge/skills	Red	Amber	Green
Plot	Recall where the play is set			
	Recall the key events and plot details of Stave 1			
	Recall the key events and plot details of Stave 2			
	Recall the key events and plot details of Stave 3			
	Recall the key events and plot details of Stave 4			
	Recall the key events and plot details of Stave 5			
Character – Scrooge	Explain how this character is presented			
	Use key vocabulary to describe the character			
	Recall quotations to support these ideas			
	Explain what each of these quotations means			
	Analyse devices used in each of these quotations			
	Link ideas about character to the key themes of the play			
Character – The Cratchits	Explain how this character is presented			
	Use key vocabulary to describe the character			
	Recall quotations to support these ideas			
	Explain what each of these quotations means			
	Analyse devices used in each of these quotations			
	Link ideas about character to the key themes of the play			
Character – Fred	Explain how this character is presented			
	Use key vocabulary to describe the character			
	Recall quotations to support these ideas			
	Explain what each of these quotations means			
	Analyse devices used in each of these quotations			
	Link ideas about character to the key themes of the play			
Character – Spirits of Christmas Past, Present and Yetto-Come	Explain how each ghost is presented			
	Use key vocabulary to describe each one			
	Recall quotations to support these ideas			
	Explain what each of these quotations means			
	Analyse devices used in each of these quotations			
	Link ideas about the ghosts to the key themes of the play			

Character– Marley’s Ghost	Explain how this character is presented			
	Use key vocabulary to describe the character			
	Recall quotations to support these ideas			
	Explain what each of these quotations means			
	Analyse devices used in each of these quotations			
	Link ideas about character to the key themes of the play			
Character - Fezziwig	Explain how this character is presented			
	Use key vocabulary to describe the character			
	Recall quotations to support these ideas			
	Explain what each of these quotations means			
	Analyse devices used in each of these quotations			
	Link ideas about character to the key themes of the play			
Minor Characters – Belle, Fan, Mrs Cratchit, Old Joe and Mrs Dilber	Explain how each of these characters are presented			
	Use key vocabulary to describe the characters			
	Recall quotations to support these ideas			
	Explain what each of these quotations means			
	Analyse devices used in each of these quotations			
Topic	Key knowledge/skills	Red	Amber	Green
Theme – Redemption/Change	Link ideas about character to the key themes of the play			
	Explain where it is seen in the play			
	Recall relevant quotations to this theme			
	Explain why the writer has used this theme			
Theme – Christmas	Explain what this theme is/means			
	Explain where it is seen in the play			
	Recall relevant quotations to this theme			
	Explain why the writer has used this theme			
Theme – Generosity	Explain what this theme is/means			
	Explain where it is seen in the play			
	Recall relevant quotations to this theme			
	Explain why the writer has used this theme			
Theme – Children and family	Explain what this theme is/means			
	Explain where it is seen in the play			
	Recall relevant quotations to this theme			
	Explain why the writer has used this them.			
Theme – The Supernatural	Explain what this theme is/means			
	Explain where it is seen in the play			
	Recall relevant quotations to this theme			
	Explain why the writer has used this theme			
Theme – Social Injustice/Poverty	Explain what this theme is/means			
	Explain where it is seen in the play			

	Recall relevant quotations to this theme			
	Explain why the writer has used this theme			
Topic	Key knowledge/skills	Red	Amber	Green
Critical Theory	Dangers of Capitalism and Capitalism without a conscience - Capitalism is inherently exploitative and creates massive economic inequality			
	Anti-Malthusian rhetoric - Thomas Malthus stated that population growth would always outpace food production and supply.			
	Commodification of human life - Scrooge views the lower echelons as nothing more than cogs in the Capitalist machine of the Industrial Revolution			
	Moral and social paralysis Scrooge is a symbolic representation of the ignorance and inaction of society in relation to the dichotomy of the rich and poor.			
	Physiognomy The belief that external appearance is reflective of morality.			
	Scrooge's Pilgrimage to Redemption - Past, present and future are symbiotically connected and he must live in all three.			
	The spirits as Divine Intervention from God Each of the four ghosts are employed to facilitate Scrooge's moral transformation.			
	Subversion of the Natural Order Scrooge's immoral behaviour and attitude align him with the Devil and, therefore, is ostracised by God			

*Remember – this PLC is a guide, use it to help you but don't let it stop you from learning about other areas of the text. The fuller and deeper your understanding of the text is – the better!