

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning

Year 7 – Term 5-6 ‘Animal Farm’

Intent – Rationale

Students will be provided with a wide range of learning opportunities through their study of ‘Animal Farm’. They will analyse rhetorical and persuasive devices and consider the power of peer pressure, propaganda and the media. This will enable them to identify issues relevant to their own society today, such as fake news and the influence of social media. Pupils will think critically about a canonical literary text that is accessible in form as well as appropriately challenging in its themes and ideas, covering a wide range of areas of debate such as slavery, power, animal abuse, equality, and community. ‘Animal Farm’ will bring pupils to acknowledge complex political systems and historical events through their study of totalitarianism, dictatorships, capitalism, communism, and the Russian Revolution. Throughout this module students will develop a range of abilities from analytical writing, as they study and explore Orwell’s authorial choices, to debate and speaking and listening skills, to creative writing and drama.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 7 – Term 1: literacy and comprehension skills, inferring from a text, understanding plot and characterisation, considering narrative styles and structures; Term 2: persuasive devices, Aristotelian rhetoric/speeches and rhetoric, developing analytical writing (PETER); Term 3: figurative language particularly extended metaphor, sophisticated vocabulary, presentation skills; Term 4: developed awareness of the power of language and its role in society over time; presentation skills; research abilities.</p>	<p>Year 8 - Term 1- The creation of a persuasive speech based on a key issue identified in Shakespeare’s MAAN or Macbeth and Term 3 – analysing and comparing the effects of persuasive advertisements Year 9 - Term 1- The creation of a persuasive speech based on a key issue identified in Educating Rita and Term 4 – Language Paper 2 – both section A and section B Year 10 – Terms 3/4 – ‘An Inspector Calls’ – understanding of capitalism and socialism in society and history Year 10 - Term 5 - Language Paper 2 – both section A and section B Year 11- Term 4 - Language Paper 2 – both section A and section B Mocks KS5 – Components in English A level Language (EDQUAS) – Language and Power Component 1 & creative writing - Component 3</p>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<p>History – political systems, capitalism/socialism, Russian Revolution, dictatorships Religious studies – equality, tolerance; religious influence relating to Moses and ‘Sugar Candy Mountain’ Computing – research tasks combine computing skills with historical research PSHE – considering community, responsibility, truth, relationships, peer pressure, duty, power, equality</p>	<p>SMSC SP1, SP3, M1-3 ,SO3 C1-4 BV 1-5 GB4a-i</p>

KESTEVEN AND SLEAFORD HIGH SCHOOL

What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<p>Students will study an entire text in a variety of ways: independently to encourage extended personal reading; with the rest of the class, benefiting from listening to a text read aloud or from reading aloud themselves; through dramatized and interactive activity where suitable.</p> <p>Students will develop their vocabulary as they work through the text and acknowledge, define and apply unfamiliar language.</p> <p>Ongoing private reading regularly in class - students continue to develop the depth and variety in their reading by engaging in the Reading Passport scheme which provides a variety of reading tasks albeit ones which can be combined with a personal interests and passions.</p> <p>FROM THE LIBRARY</p> <p><i>Woman, men and equality</i>; Craig Donnellan (305.3- Issues)</p> <p><i>Equality and Gender Roles</i>; Lisa Firth (305.3-Issues)</p> <p>Exploring Animal Rights Cara Acred. (179.3-Issues)</p> <p><i>Let's Think About Animal Rights</i>; Vic Parker. (179.3)</p> <p><i>Humanzee</i>; Susan Gates. (G-Fiction)</p> <p><i>Lord of The Flies</i>; William Golding (G-fiction)</p> <p><i>Shadow of a Hero</i>; Peter Dickinson. (D-Fiction)</p> <p><i>War Horse</i>; Michael Morpurgo (M-Fiction)</p> <p><i>The Diary of a Young Girl</i>; Anne frank (Biography)</p> <p><i>The Week Junior</i> (magazine)</p> <p><i>BBC History</i> (magazine)</p>	<p>Chronological understanding of historical dates around the Russian Revolution</p> <p>Roman numerals (used for chapters)</p>

Intent – Concepts

<p>What knowledge will students gain and what skills will they develop as a consequence of this topic?</p>

KESTEVEN AND SLEAFORD HIGH SCHOOL

Know

- To know the conventions of a fable and how George Orwell uses the genre
- To know what it means for a text to be satirical or allegorical
- To know the sequence of the events in the novel
- To know the key characters of the text and their connections to historical figures from the Russian Revolution
- To know how to use PETER paragraphs to analyse Orwell's writer's methods

Apply

- Decoding and closely reading a text to infer meaning or a moral message
- Selecting evidence and labelling literary terms and techniques within a quotation
- Applying knowledge of relevant contextual factors (the Russian Revolution and key players) to the novel to support interpretations
- Organising ideas to form a successful PETER paragraph about key characters and themes in the text
- Creating non-fiction pieces such as newspapers and speeches using a range of rhetorical devices

Extend

- Heightened awareness of/ability to identify propaganda/manipulation techniques used by the media to influence audiences in particular contexts, for example political manipulation (Russia/US elections) or social trends relating to capitalism (product placement, social media/celebrity influence)

KESTEVEN AND SLEAFORD HIGH SCHOOL

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
Aristotle (Logos/Pathos/Ethos) FOURSPADES terminology for persuasive devices Satire Allegory Fable Irony/tragic irony Dictatorship/totalitarian Capitalism/communism/Marxism/socialism Bourgeoisie/proletariat Foreshadowing Tragic irony Scapegoat Features of newspaper articles PETER skills Discourse markers Stalinism Point of view	Term 5 Week Two: brief PETER paragraph on Old Major’s persuasive features (peer assessed) Term 5 Week Four: group project - presenting understanding of Napoleon’s corruption Term 5: <u>Formal assessment week w/b 23rd May</u> – AO5 & AO6 Term 6 Week Four: <u>Assessment</u> - PETER response ‘How has George Orwell used language to present Squealer in this extract?’ AO1, AO2, AO3

	Lesson title	Non-negotiable Content	Suggested activities and Resources
W1	Introduction	Character profiles – tracking characterisation and first impressions	PowerPoint: 1 Intro, Ch1 and Profiles <i>Resources:</i> link, link,
	Russian Revolution Research	Key factors of the Russian Revolution ICT skills – team work project	Research task -COMPUTER ROOM REQUIRED + 2x homework to complete - Work Card on PowerPoint
	Persuasive Pigs	Fables FOURSPADES persuasive devices/Aristotelian rhetoric Analysing features in a text PETER paragraph practise	PowerPoint: 3 Persuasive Pigs <i>Resources:</i> Worksheet Persuasive Pigs
W2	Chapter Two	Peer assessing PETER paragraphs Analysis skills, deconstructing quotations	PowerPoint: 4. Chapter Two - Breaking News! (TWO LESSONS)
	Breaking News	Character profile development Features of a newspaper article	

KESTEVEN AND SLEAFORD HIGH SCHOOL

	Chapter Three	Character profile development	PowerPoint: 5. Chapter Three
W3	Chapter Three continued		
	Chapter Four/Connecting History	Russian Revolution dates, figures, details and terms	PowerPoint: 6. Chapter Four / Connecting History (TWO/THREE LESSONS)
	Chapter Four continued	Script layouts and styles Non-fiction language features	
W4	Presenting Broadcasts		
	Chapter Five	Russian Revolution research revision Propaganda	PowerPoint: 7. Chapter Five <i>Resources:</i> Propaganda worksheet
	Chapter Six	Embedded quotations	PowerPoint: 8. Chapter Six (TWO LESSONS) Time to add to character profiles if required.
W5	Chapter Six continued		
	Chapter Seven	Exploitation Scapegoat	PowerPoint: 9. Chapter Seven
	Presentations	Speaking and listening	Corruption presentations – continue/present
Week 6	Chapter Eight	Plot recall Dictatorship/totalitarianism Newspaper features Point of view	PowerPoint: 10. Chapter Eight <i>Resources:</i> Chapters 1-7 Questions Worksheet
	Chapter Eight cont.	Plot recall Creative writing – figurative skills AO5 Spelling, punctuation and grammar AO6	PowerPoint: 11. Chapter Eight continued
	Chapter Nine	Reflective thinking – Orwell’s choices Characterisation Tragic irony	PowerPoint: 12. Chapter Nine (TWO LESSONS)
W1	Chapter Nine continued – Clover's Story	Point of view Creative writing AO5 and AO6 Plot recall Peer assessing	

KESTEVEN AND SLEAFORD HIGH SCHOOL

	Chapter Ten	Slavery – terminology	PowerPoint: Chapter Ten
		Characterisation	Character profile/reading catch-up lesson
W2			<i>Resource:</i> Russian Revolution Quiz
	Character Cards	Characterisation and plot recall Speaking and listening skills	PowerPoint: Character Cards Competition and Analysis <i>Resource:</i> Character Cards and Answers – must print cards
	George Orwell	Listening skills Note-taking skills	PowerPoint: George Orwell <i>Resource:</i> Active Listening Question Worksheet
W3	Mini Essay	PETER skill practise	Prepare 1 <i>Assignment Prep 1 – Slides</i>
	Mini Essay		Prepare 2 <i>Assignment Prep 2 – Slides</i>
	Mini Essay		Write
W4	Mini Essay		Complete/extra
		Characterisation, plot, quotation and context recall	PowerPoint: Animal Farm Dominoes Game
	Mock trial – introduction and preparation 1	Characterisation, plot, quotation recall Symbolism (through creating physical evidence) Teamwork/leadership skills Dramatic skills – embodying a character (witnesses) Speaking and listening Features of a mock trial/courtroom	Mock trial resources: Student booklet Teacher guide
W5	Mock trial – preparation 2		
	Mock trial – the trial		
	Reflecting on the novel	Reflection	Resource: Animal Farm Reflections worksheet
W6	'Animal Farm' film		
	'Animal Farm' film		

KESTEVEN AND SLEAFORD HIGH SCHOOL

	'Animal Farm' film		
W7	Additional		DIRT time
			The Big Animal Farm Trivia Quiz
			Space for Year 7 Assessment week task