

Year 9 Term 2 – Animal Farm by George Orwell – Unit Intent – This Unit intends to build upon students prior exploration of the concepts of Innocence and Experience by reading the novel ‘Animal Farm’ and considering how the innocence of the animals is lost as the novel progresses, as they become more and more human-like in their characteristics. This Unit will encourage students to build upon their contextual work of ‘The Crucible’ in linking the novel to its social and historical context and the messages Orwell is giving through the novel. Students will develop their understanding of the concepts of communism, socialism and capitalism, which will feed forward to their study of ‘Dystopian Fiction’ next term, as well as their study of ‘An Inspector Calls’ in their GCSE Literature course. The final assessment of this Unit intends to give students the opportunity to write their first full GCSE style essay, which then feeds forward to the assessments across the rest of Year 9, and then into KS4. Students will build upon their study of the Literary Canon so far, including the concepts of morality developed in Year 7 and the study of the 19th Century throughout Year 8, to inform their contextual understanding of the novel.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<u>Daily Retrieval/Teach for memory (vocabulary)</u>	<u>Activities/Assessment (to including the metacognitive/learning verb)</u>	<u>Homework/Literacy Map</u>
<p><u>Week 1: KG/s and Overview</u> Lesson 1 – KG: To explain the historical context of the novel ‘Animal Farm’.</p>	<p>Lesson 1 – This lesson intends to introduce students to who George Orwell was and why he wrote ‘Animal Farm’. It will introduce them to the concepts of capitalism, socialism and communism, as well as giving a brief overview of the Russian Revolution. <i>This feeds on from the study of ‘The Crucible’, where students focused on how the social and historical context links to the plot of the play.</i> <i>Feeds forward to next lesson where students read the opening of Chapter 1 and begin to consider how the main characters link to the context.</i> <i>This feeds forward to the study of the context in future</i></p>	<p>Lesson 1 - New: Socialism Communism/Capitalism</p>	<p>Lesson 1 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students learn who George Orwell was and what about his life and experiences inspired him to write ‘Animal Farm’. Explore further the new vocabulary: socialism, communism and capitalism and how these link to the novel. Introduce students to the key figures of the Russian Revolution: Stalin, Lenin and Trotsky and explain what the Russian Revolution was. Students write an explanation of the context of ‘Animal Farm’, to demonstrate the knowledge they have learnt in the lesson. 	

	Units and texts, such as the Gothic Horror and 19 th Century Units, as well as the study of texts such as 'The Lord of the Flies' and 'Of Mice and Men', as well as all the Literature texts in the Literature GCSE.			
<p>Lesson 2 – KG: To explain the associations of certain animals and summarise the key events of Chapter One of the novella.</p>	<p>Lesson 2 – This lesson intends for students to consider why Orwell picked particular farm animals for each of the main characters and what we might associate with those animals. Students will also read Chapter 1 and consider their first impressions of the main characters.</p> <p>Feeds on from the study of previous full texts, such as 'Macbeth' and 'The Crucible', as well as the character archetypes of the Roman Unit and the Biblical studies in Year 7. Also links to the concept of Heroes and Villains Unit of Shakespeare, where students explored these character types.</p> <p>Feeds forward to next lesson where students identify and analyse the rhetorical devices in Old Major's speech.</p> <p>Feeds forward the study of future texts, such as the 19th Century and Detective Unit,</p>	<p>Lesson 2 – New: Comrade Retrieve: Deference</p>	<p>Lesson 2 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Show students images of the farm animal characters and students consider what personality traits they would link to the different animals. Read Chapter 1. Students then summarise what happens in the Chapter and what Old Major's speech is about. Students also make notes on their first impressions of the main characters we are introduced to. 	

	where character archetypes are explored, as well as the study of full texts such as 'The Lord of the Flies', 'Much Ado About Nothing' and 'Of Mice and Men'. Also feeds forward to the study of the GCSE Literature texts.			
<p>Lesson 3 – KG: To analyse the language of Old Major's speech and evaluate how effective Orwell's language is.</p>	<p>Lesson 3 – This lesson intends to revise the DAFOREST techniques and for students to pick them out of Old Major's speech and analyse their effect. Students then practice the mini PEE method of analytical writing. Feeds on from previous analytical writing assessments where students have used the mini PEE technique to write analytically, such as 'Macbeth' and 'The Crucible'. Feeds forward to next lesson where students read the next Chapter and continue to consider how their impressions of the characters and the themes develop. Feeds forward to the study of future texts, such as 'The Lord of the Flies', 'Much Ado About Nothing' and the GCSE Literature texts, where students will also use this analytical writing technique.</p>	<p>Lesson 3 - New: Unity Retrieve: Pride</p>	<p>Lesson 3 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Revise the DAFOREST techniques, as well as other rhetorical devices and students write definitions into their books. Students annotate a copy of Old Major's speech and identify the DAFOREST and other rhetorical techniques. Students pick one of the techniques and write a mini PEE paragraph analysing the effect of the technique. 	
<p>Lesson 4 – KG: To summarise the events of chapter two and</p>	<p>Lesson 4 – This lesson intends for students to continue developing their impression</p>	<p>Lesson 4 - New: Rebellion/Vivacious Retrieve: Allegory</p>	<p>Lesson 4 –</p>	<p>Reading Journal and Vocabulary Retrieval.</p>

to **compare** Orwell's presentation of Snowball, Napoleon and Squealer.

of the characters and the emerging themes of the novel and to consider the similarities between the main pig characters of Napoleon, Squealer and Snowball. More able students can begin to make links between these characters and figures from the Russian Revolution.

Feeds on from the study of previous full texts, such as 'Macbeth' and 'The Crucible', as well as the character archetypes of the Roman Unit and the Biblical studies in Year 7. Also links to the concept of Heroes and Villains Unit of Shakespeare, where students explored these character types.

Feeds forward to next lesson where students read the next Chapter and continue to consider how their impressions of the characters and the themes develop.

Feeds forward the study of future texts, such as the 19th Century and Detective Unit, where character archetypes are explored, as well as the study of full texts such as 'The Lord of the Flies', 'Much Ado About Nothing' and 'Of Mice and Men'. Also feeds forward to the study of the GCSE Literature texts.

- 1.) Vocabulary and prior knowledge daily retrieval slides.
- 2.) Students Read Chapter 2 and **summarise** the key events. Students then complete an activity linking up the main characters to their allegorical representation in the Russian Revolution. Students then begin to make notes of the presentation of Snowball, Napoleon and Squealer.

<p><u>Week 2: KG/s and Overview</u></p> <p>Lesson 5 – KG: To explain the significance of the characters of Boxer and Squealer and analyse how Orwell presents them</p>	<p>Lesson 5 – This lesson intends for students to consider the significance of the characters of Boxer and Squealer and what they represent and how they link to the emerging themes of the novel, particularly power, lies and deception and foolishness.</p> <p>Feeds on from the study of previous full texts, such as ‘Macbeth’ and ‘The Crucible’, as well as the character archetypes of the Roman Unit and the Biblical studies in Year 7. Also links to the concept of Heroes and Villains Unit of Shakespeare, where students explored these character types.</p> <p>Feeds forward to next lesson where students study the use of propaganda in Squealer’s speech.</p> <p>Feeds forward the study of future texts, such as the 19th Century and Detective Unit, where character archetypes are explored, as well as the study of full texts such as ‘The Lord of the Flies’, ‘Much Ado About Nothing’ and ‘Of Mice and Men’. Also feeds forward to the study of the GCSE Literature texts.</p>	<p>Lesson 5 - New: Government Retrieve: Stoic</p>	<p>Lesson 5 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Match up the character descriptions with the characters to revise the main characters of the novel. Read Chapter 3 and summarise the key plot points. Students analyse the quotations about Boxer consider the impression they are given of his character. Students the consider Squealer’s character and write an explanation about why he is a significant character and the role he plays in the Pig’s government. 	
<p>Lesson 6 – KG: To analyse and evaluate how language</p>	<p>Lesson 6 – This lesson intends to build upon the work students completed in lesson</p>	<p>Lesson 6 – New: Propaganda Retrieve: Pretence</p>	<p>Lesson 6 –</p>	

<p>devices are used for deliberate effect in Squealer’s speech</p>	<p>3 and continue to focus on the effect of rhetoric devices in speeches and their effect. Feeds on from previous analytical writing assessments where students have used the mini PEE technique to write analytically, such as ‘Macbeth’ and ‘The Crucible’. Feeds forward to next lesson where students read the next Chapter and continue to consider how their impressions of the characters and the themes develop and how the pig’s Government begins to become corrupt. Feeds forward to the study of future texts, such as ‘The Lord of the Flies’, ‘Much Ado About Nothing’ and the GCSE Literature texts, where students will also use this analytical writing technique, as well as the GCSE Language exam where students have to use rhetorical devices in their own speeches.</p>		<ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students re-read Squealer’s speech from Chapter 3 and answer comprehension questions. Explore the concept of propaganda further. Students complete the resource analysing Squealer’s speech and students identify the rhetorical devices and then practice using their own rhetorical devices. 	
<p>Lesson 7 – KG: To use language choices for deliberate effect in your creative writing</p>	<p>Lesson 7 – This lessons intends to give students the opportunity to practice their creative writing skills in using language for deliberate effect when writing from the point of view of one of the characters from the novel. This feeds on from previous creative writing assessments,</p>	<p>Lesson 7 – New: Irrepressible Retrieve: Undaunted</p>	<p>Lesson 7 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students recall the events of the Battle of the Cow Shed. Introduce students to the assessment task: Imagine you are one of the animals who took part in the Battle of the 	<p>Reading Journal and Vocabulary Retrieval.</p>

	<p>such as writing their own myth and legend in Year 7 and writing from the point of view of Lady Macbeth and their descriptive writing based on 'Alice in Wonderland'.</p> <p>Feeds forward to next lesson where students will complete the writing assessment.</p> <p>This feeds forward to future writing assessments, such as writing a 'Workhouse Report' in Year 9 and writing for their English Language GCSE.</p>		<p>Cow Shed. Write a description of the battle from their point of view. Go through how the structure their assessment and then give students some time to plan. Students should be reminded to 'show' not 'tell' and teachers should model what this looks like.</p>	
<p>Lesson 8 – KG: To use language choices for deliberate effect in your creative writing</p>	<p>Lesson 8 – This lessons intends to give students the opportunity to practice their creative writing skills in using language for deliberate effect when writing from the point of view of one of the characters from the novel.</p> <p>This feeds on from previous creative writing assessments, such as writing their own myth and legend in Year 7 and writing from the point of view of Lady Macbeth and their descriptive writing based on 'Alice in Wonderland'.</p> <p>Feeds forward to next lesson where students will read Chapter 4 and consider how the farm has developed since the events of the 'Battle of the Cow Shed'.</p>	<p>Lesson 8 – N/A</p>	<p>Lesson 8 –</p> <ol style="list-style-type: none"> 1.) Teacher completes final modelling in how to write descriptively, vary the start of sentences, narrative voice etc. 2.) Students have 45 minutes to complete their assessment. 	

	This feeds forward to future writing assessments, such as writing a 'Workhouse Report' in Year 9 and writing for their English Language GCSE.			
<p>Lesson 9 – KG: To explain how Orwell has presented the pig's rise to power</p>	<p>Lesson 9 – This lesson intends for students to explore how Orwell has shown the pig's gradual rise to power across the first four chapters of the novel and how we are beginning to see the corrupt nature of their Government. Students will also begin to identify Orwell's intentions through exploring the themes of power and corruption.</p> <p>Feeds on from the study of previous full texts, such as 'Macbeth' and 'The Crucible', as well as the character archetypes of the Roman Unit and the Biblical studies in Year 7. Also links to the concept of Heroes and Villains Unit of Shakespeare, where students explored these character types.</p> <p>Feeds forward to next lesson where students will read Chapter 4 and consider how the farm has developed since the events of the 'Battle of the Cow Shed'.</p> <p>Feeds forward the study of future texts, such as the 19th Century and Detective Unit, where character archetypes</p>	<p>Lesson 9 – New: Prosperity Retrieve: Dominant</p>	<p>Lesson 9 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students recall their previous impression of the pig's particularly Snowball, Squealer and Napoleon. Students consider the themes of power and corruption and the evidence we have already seen of these themes. Students read Chapter 4 and answer the questions, helping them write an explanation of how Orwell has presented the pig's rise to power in the first four Chapters of the novel. 	

	are explored, as well as the study of full texts such as 'The Lord of the Flies', 'Much Ado About Nothing' and 'Of Mice and Men'. Also feeds forward to the study of 'Dystopian Fiction' in Year 9 and Orwell's 1984. Also feeds forward to the study of the GCSE Literature texts.			
<p>Lesson 10 – KG: To explain the differences between a democracy and a dictatorship and to analyse Orwell's presentation of Napoleon.</p>	<p>Lesson 10 – This lesson intends to introduce students to the concepts of democracy and dictatorships and how Orwell presents these concepts in Animal Farm, particularly through the character of Napoleon.</p> <p>Feeds on from the study of previous full texts, such as 'Macbeth' and 'The Crucible', as well as the character archetypes of the Roman Unit and the Biblical studies in Year 7. Also links to the concept of Heroes and Villains Unit of Shakespeare, where students explored these character types.</p> <p>Feeds forward to next lesson where students read the next Chapter and continue to consider how their impressions of the characters and the themes develop and how the pig's Government begins to become corrupt.</p>	<p>Lesson 10 – New: Democracy/Dictatorship Retrieve: Communism</p>	<p>Lesson 10 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Recall their previous impressions of Snowball and Napoleon and which figures of the Russian Revolution they are an allegory for. Introduce students to the concepts of a dictatorship and democracy and students write an explanation of the difference between the two. Students read Chapter 5 of the novel then answer the comprehension questions to consider whether they think Napoleon is a dictator or not. 	

	<p>Feeds forward the study of future texts, such as the 19th Century and Detective Unit, where character archetypes are explored, as well as the study of full texts such as 'The Lord of the Flies', 'Much Ado About Nothing' and 'Of Mice and Men'. Also feeds forward to the study of 'Dystopian Fiction' in Year 9 and Orwell's 1984. Also feeds forward to the study of the GCSE Literature texts.</p>			
<p>Lesson 11 – KG: To explain how the power struggle between Trotsky and Stalin relates to presentation of Snowball and Napoleon in Animal Farm.</p>	<p>Lesson 11 – This lesson intends to develop students' knowledge and understanding of the context of the novel further by learning about Trotsky and Stalin and how Orwell parallels this with the relationship between Snowball and Napoleon. This feeds on from the study of 'The Crucible', where students focused on how the social and historical context links to the plot of the play. Feeds forward to next lesson where students will read Chapter 6 and learn about how what they have learnt in today's lesson is mirrored in Snowball and Napoleon's characters. This feeds forward to the study of the context in future Units and texts, such</p>	<p>Lesson 11: New: Enmity Retrieve: Duplicitous</p>	<p>Lesson 11 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students recall their previous impressions of Snowball and Napoleon and how they are an allegory of Stalin and Trotsky. Students watch the two short documentaries and make notes on what they learn about Stalin and Trotsky and their relationship and about Stalin's rise to power. Students answer questions to help them write an explanation of what they have learnt and how this could relate to Snowball and Napoleon. 	<p>Reading Journal and Vocabulary Retrieval.</p>

	as the Gothic Horror and 19 th Century Units, as well as the study of texts such as 'The Lord of the Flies' and 'Of Mice and Men', as well as all the Literature texts in the Literature GCSE.			
Lesson 12 – KG: To analyse how the decline of Animalism is presented in Chapter 6	Lesson 12 – This lesson intends for students to explore how their ideology of Animalism is an allegory for Communism and how Orwell uses the decline of Animalism to give his message about the ideology of Communism. This feeds on from the study of 'The Crucible', where students focused on how the social and historical context links to the plot of the play. Feeds forward to next lesson where students will read Chapter 7 and explore the decline of Animalism further. This feeds forward to the study of the context in future Units and texts, such as the Gothic Horror and 19 th Century Units, as well as the study of texts such as 'The Lord of the Flies' and 'Of Mice and Men', as well as all the Literature texts in the Literature GCSE.	New: Ideology Retrieve: Hierarchy	Lesson 12 – 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students complete the hierarchy pyramid to explore the different status of the animals in the novel so far. Students read Chapter 6. Students then complete the grid to show the decline of Animalism. Students write an explanation of how the decline of Animalism is an allegory for the decline of the principles of Communism in Stalin's Russia.	
Lesson 13 – KG: To explain what Stalin's Purges were and link them	Lesson 13 – This lesson intends for students to continue their exploration of the social and historical	Lesson 13 – New: Devious Retrieve: Insurrection	Lesson 13 – 1.) Vocabulary and prior knowledge daily retrieval slides.	

<p>to the events of Animal Farm</p>	<p>context of the novel by examining how the way Napoleon speaks about Snowball and manipulates the other animals is an allegory of Stalin's treatment of Trotsky. This feeds on from the study of 'The Crucible', where students focused on how the social and historical context links to the plot of the play. Feeds forward to next lesson where students read Chapter 8 and explore the subjugation of the animals on the farm further. This feeds forward to the study of the context in future Units and texts, such as the Gothic Horror and 19th Century Units, as well as the study of texts such as 'The Lord of the Flies' and 'Of Mice and Men', as well as all the Literature texts in the Literature GCSE.</p>		<p>2.) Students look at the Communist flag and the Animalism flag and draw parallels between them and link to Orwell's intentions. Students learn about Stalin's purges and write an explanation of what they were. Students read Chapter 7 and write an explanation of how the events of Chapter 7 are an allegory for Stalin's purges.</p>	
<p>Lesson 14 – KG: To analyse how Orwell presents the corruption of the pig's power in Chapter 8</p>	<p>Lesson 14 – This lesson intends for students to continue their exploration of the themes of power and corruption and how Orwell uses the Napoleon's dictatorship to explore these concepts. Feeds on from the study of previous full texts, such as 'Macbeth' and 'The Crucible', as well as the character</p>	<p>Lesson 14 – New: Unscrupulous Retrieve: Oppression/Corrupt</p>	<p>Lesson 14 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Begin by using the graph to chart the pig's rise to power so far. Read Chapter 8 and list identify the ways Orwell shows the corruption of the pig's in this Chapter. Pick one examples and write a mini PEE paragraph analysing how this 	<p>Reading Journal and Vocabulary Retrieval.</p>

	<p>archetypes of the Roman Unit and the Biblical studies in Year 7. Also links to the concept of Heroes and Villains Unit of Shakespeare, where students explored these character types.</p> <p>Feeds forward to next lesson where students will read Chapter 9 and explore how the pigs subjugate the animals on the farm further. Feeds forward the study of future texts, such as the 19th Century and Detective Unit, where character archetypes are explored, as well as the study of full texts such as 'The Lord of the Flies', 'Much Ado About Nothing' and 'Of Mice and Men'. Also feeds forward to the study of 'Dystopian Fiction' in Year 9 and Orwell's 1984.</p>		<p>language Orwell presents to corruption of the pig's power.</p>	
<p>Lesson 15 – KG: To summarise the events of Chapter 9 and analyse the significance of Boxer and Benjamin's characters in the novel</p>	<p>Lesson 15 – This lesson intends for students to consider the role Boxer and Benjamin have played throughout the novel, what they represent and why Boxer's death is such a significant moment in the novel. Students will link this all to Orwell's intentions in writing the novel.</p> <p>Feeds on from the study of previous full texts, such as 'Macbeth' and 'The Crucible',</p>	<p>Lesson 15 – New: Treachery Retrieve: Delusion</p>	<p>Lesson 15 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Rate the main characters on a scale of 'Most liked' to 'Least liked' and justify their opinion. Students read Chapter 9 and summarise the key plot points. Students answer the questions to analyse how Benjamin and Boxer are created and why their characters are significant. 	

	<p>as well as the character archetypes of the Roman Unit and the Biblical studies in Year 7. Also links to the concept of Heroes and Villains Unit of Shakespeare, where students explored these character types.</p> <p>Feeds forward the study of future texts, such as the 19th Century and Detective Unit, where character archetypes are explored, as well as the study of full texts such as 'The Lord of the Flies', 'Much Ado About Nothing' and 'Of Mice and Men'. Also feeds forward to the study of Dystopian Fiction in Year 9 and Orwell's 1984.</p>			
<p>Lesson 16 – KG: To analyse the key moments of the final Chapter and how it shows the destruction of Animalism</p>	<p>Lesson 16 – This lesson intends for students to consider the significance of the final events of the novel and how they show the final destruction of Animalism. Students will link this to Orwell's intentions and the social and historical context.</p> <p>Feeds on from the study of previous full texts, such as 'Macbeth' and 'The Crucible', as well as the character archetypes of the Roman Unit and the Biblical studies in Year 7. Also links to the concept of Heroes and Villains Unit of Shakespeare, where</p>	<p>Lesson 16 - New: Retrieve:</p>	<p>Lesson 16 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students recall the original principles of Animalism. Students read Chapter 10 and then pick one of the original commandments and analyse how the pigs have broken the commandment using evidence from the text. Students will write a summary of how the events of Chapter 10 link to Orwell's intentions in writing the novel. 	

	<p>students explored these character types.</p> <p>Feeds forward to next lesson where students will explore the themes of the novel.</p> <p>Feeds forward the study of future texts, such as the 19th Century and Detective Unit, where character archetypes are explored, as well as the study of full texts such as 'The Lord of the Flies', 'Much Ado About Nothing' and 'Of Mice and Men'. Also feeds forward to the study of Dystopian Fiction in Year 9 and Orwell's 1984.</p>			
<p>Lesson 17 – KG: To analyse how Orwell presents the key themes throughout Animal Farm</p>	<p>Lesson 17 – This lesson intends for students to explore how Orwell presents the key themes of the text throughout and how certain character allow Orwell to explore these themes.</p> <p>Feeds on from the study of previous full texts, such as 'Macbeth' and 'The Crucible', as well as the character archetypes of the Roman Unit and the Biblical studies in Year 7. Also links to the concept of Heroes and Villains Unit of Shakespeare, where students explored these character types.</p> <p>Feeds forward to next lesson where students will begin to plan for their GCSE style essay</p>	<p>Lesson 17 – New: Cunning Retrieve: Subvert</p>	<p>Lesson 17 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Introduce students to the key themes of the novel: power, corruption, lies and deceit, foolishness, cunning and dreams (depending on the ability of the class you might want to introduce two of the more straightforward themes rather than all). Put students into groups and each group focuses on one theme and finding evidence for how Orwell presents these themes throughout the novel and which characters these themes relate to. Each group then feedback to the rest of 	

	<p>on how the theme of inequality is presented throughout the novel. Feeds forward the study of future texts, such as the 19th Century and Detective Unit, where character archetypes are explored, as well as the study of full texts such as 'The Lord of the Flies', 'Much Ado About Nothing' and 'Of Mice and Men'. Also feeds forward to the study of Dystopian Fiction in Year 9 and Orwell's 1984.</p>		<p>the class, where the class makes notes on what they have to say about their given theme.</p>	
<p>Lesson 18 – KG: To analyse and evaluate the theme of inequality and how this is presented throughout Animal Farm</p>	<p>Lesson 18 – This lesson intends for students to begin planning to answer a GCSE style essay on how the theme of inequality is presented throughout the novel. Students will learn about the format of the GCSE essay questions and how to structure their answer. Feeds on from previous analytical writing assessments where students have used the mini PEE technique to write analytically, such as 'Macbeth' and 'The Crucible'. Feeds forward to next lesson where students continue to plan their essay. Feeds forward to the study of future texts, such as 'The Lord of the Flies', 'Much Ado About Nothing' and the GCSE</p>	<p>Lesson 18 – New: Inequality Retrieve: Subjugate</p>	<p>Lesson 18 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students are introduced to the theme of equality and discuss how this is presented in the novel. Students are introduced to the essay question: Starting with this extract, how does Orwell explore the theme of inequality throughout Animal Farm? Students highlight key words and go through the success criteria. Students read through the extract and highlight 3-5 short quotations they could write about in their essay. Go through the model mini PEE and students write a practice mini PEE in response to the question. 	<p>Reading Journal and Vocabulary Retrieval.</p>

	Literature texts, where students will also use this analytical writing technique.			
<p>Lesson 19 – KG: To analyse and evaluate the theme of inequality and how this is presented throughout Animal Farm</p>	<p>Lesson 19 - This lesson intends for students to continue planning to answer a GCSE style essay on how the theme of inequality is presented throughout the novel. Students will learn about the format of the GCSE essay questions and how to structure their answer.</p> <p>Feeds on from previous analytical writing assessments where students have used the mini PEE technique to write analytically, such as ‘Macbeth’ and ‘The Crucible’.</p> <p>Feeds forward to next lesson where students will complete the essay question.</p> <p>Feeds forward to the study of future texts, such as ‘The Lord of the Flies’, ‘Much Ado About Nothing’ and the GCSE Literature texts, where students will also use this analytical writing technique.</p>	<p>Lesson 19 – Retrieve: Dictator/Propaganda</p>	<p>Lesson 19 –</p> <ol style="list-style-type: none"> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students will now plan for the wider novel section of their essay by picking out 3-5 examples of quotations or direct references from the wider novel. Students can use the quotations already identified on the slide to help them if they need support. Teacher models how to write an effective overview and first mini PEE paragraph. 	
<p>Lesson 20 – KG: To analyse and evaluate the theme of inequality and how this is presented throughout Animal Farm</p>	<p>Lesson 20 - This lesson intends for students answer a GCSE style essay on how the theme of inequality is presented throughout the novel.</p> <p>Feeds on from previous analytical writing assessments where students have used the</p>	<p>Lesson 20 – N/A</p>	<p>Lesson 20 –</p> <ol style="list-style-type: none"> 1.) Students use their planning and the modelling from last lesson (display on the board) to help them answer the essay question on how the theme of inequality in presented throughout the novel. 	

	<p>mini PEE technique to write analytically, such as 'Macbeth' and 'The Crucible'. Feeds forward to the study of future texts, such as 'The Lord of the Flies', 'Much Ado About Nothing' and the GCSE Literature texts, where students will also use this analytical writing technique.</p>			
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