

**Year 9 Term 4 – The Lord of the Flies – Unit Intent:** This Unit intends to give Year 9 their first experience of reading a GCSE level text in its entirety, studying it in the same way they will the texts in Year 10 and 11 and being given their first opportunity to answer a full GCSE essay question. The novel itself builds upon the introduction to Dystopian fiction students completed in Term 3, as well as sharing concepts with past texts such as: ‘Macbeth’, ‘The Crucible’ and ‘Animal Farm’ and the concept of innocence and experience studied through Romantic Poetry. This Unit also builds upon students’ knowledge of the Bible and the ‘Seven Deadly Sins’ from Year 7 and how these things are represented in the novel. ‘The Lord of the Flies’ is an incredibly powerful novel that ties together all of the previous concepts that students have studied since Year 7, whilst effectively preparing them for the way they study full texts at GCSE.

	<b><u>Lesson Intent</u></b> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<b><u>Daily Retrieval/Teach for memory (vocabulary)</u></b>	<b><u>Activities/Assessment (to including the metacognitive/learning verb)</u></b>	<b><u>Homework/Literacy Map</u></b>
<p><u>Week 1: KG/s and Overview</u></p> <p><b>Lesson 1 –</b> KG: To <b>summarise</b> the context of the novel and <b>describe</b> their first impressions of the main characters</p>	<p><b>Lesson 1 –</b> This lesson intends to introduce students to the context of the novel so they understand who Golding chose to focus on the specific concepts and themes that he does. Students will also know who the main characters are and what some of their first impressions might be.</p> <p>Feeds forward to next lesson where students will read the first Chapter to see how these opinions develop.</p>	<p><b>Lesson 1 –</b> <b>New:</b> Daunting <b>Retrieve:</b> Predicament</p>	<p><b>Lesson 1 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students follow the PP Presentation to learn about what the novel is about. Students watch the video clip and make notes on what they learnt about why Golding wrote The Lord of the Flies. Students use the resource to read a quotation about each of the main characters of the novel and stick these in their books. Students write a description of their first impression of each character.</li> </ol>	
<p><b>Lesson 2 –</b> KG: To <b>analyse</b> how Goldings use of language develops your first impressions of Ralph and Piggy in Chapter</p>	<p><b>Lesson 2 –</b> This lesson intends to let students consider how the opening of Chapter 1 and Ralph and Piggy’s first meeting develops their impression of both characters and how they contrast one</p>	<p><b>Lesson 2 –</b> <b>New:</b> Propriety <b>Retrieve:</b> Decisive</p>	<p><b>Lesson 2 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students are introduced to the themes of the novel and write these in their books.</li> </ol>	

	<p>another. Students will also be introduced to the themes of the novel and how these might link to Ralph and Piggy's characters.</p> <p>Feeds on from the study of 'Much and Ado About Nothing' and 'Of Mice and Men' as full GCSE texts, as well as of the Literature texts.</p> <p>Feeds forward to next lesson where students will read the rest of Chapter 1.</p> <p>Feeds back to the study of the themes and concepts of previous Units such as Dystopia from Term 3, 'Macbeth', 'The Crucible' and the Bible and religious studies from Year 7.</p>		<p>Students read the first part of Chapter 1 and stop after Ralph and Piggy first meet one another. Students record in their books quotations that give them an impression of both characters and <b>analyse</b> what this reveals about them. Students then compare their impressions of both characters and try to link the characters to the themes of the novel.</p>	
<p><b>Lesson 3 –</b> KG: To <b>analyse</b> how Golding uses language to develop our impressions of the main characters in Chapter 1</p>	<p><b>Lesson 3 –</b> This lesson intends for students to read the rest of Chapter 1 and develop their first impressions of the main characters, including when we first meet Jack, Simon and Roger. Students will use these impressions to make predictions about what will happen in the novel and explore the significance and the symbolism of the conch.</p> <p>Feeds forward to the study of 'Much and Ado About Nothing' and 'Of Mice and Men' as full GCSE texts, as well as of the Literature texts.</p>	<p><b>Lesson 3 –</b> <b>New:</b> Strident <b>Retrieve:</b> Symbol</p>	<p><b>Lesson 3 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students read the rest of Chapter 1. Students list quotations that give them an impression of Jack, Simon and Roger and then answer the comprehension questions. Students then consider their predictions for the events of novel and explore the symbolism of the conch and the role it might play in the novel.</li> </ol>	

	<p>Feeds forward to next lesson where students read Chapter 2 and consider how their impressions of the characters and the themes develop.</p> <p>Feeds back to the study of the themes and concepts of previous Units such as Dystopia from Term 3, 'Macbeth', 'The Crucible' and the Bible and religious studies from Year 7.</p>			
<p><b>Lesson 4 –</b> KG: To <b>identify</b> the negative imagery in Chapter 2 and <b>explain</b> the effect it has on the reader</p>	<p><b>Lesson 4 –</b> This lesson intends for students to read Chapter 2 and consider how Golding begins to build tension through his description of the island and the effect this negative imagery has on the reader.</p> <p>Feeds on from the study of the themes and concepts of previous Units such as Dystopia from Term 3, 'Macbeth', 'The Crucible' and the Bible and religious studies from Year 7.</p> <p>Feeds forward to next lessons where students will read Chapter 3 and consider how their impressions of the characters and themes develop.</p> <p>Feeds forward to the study of 'Much and Ado About Nothing' and 'Of Mice and Men' as full GCSE texts, as well as of the Literature texts.</p>	<p><b>Lesson 4 -</b> <b>New:</b> Incredulous <b>Retrieve:</b> Ignorant</p>	<p><b>Lesson 4 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Read Chapter 2 and identify examples of negative imagery and how our impressions of the main characters grow. Students consider the presentation of the fire and what it might symbolise. Students write an explanation of the effect of the negative imagery in Chapter 2.</li> </ol>	<p>Reading Journal and Vocabulary Retrieval.</p>

<p><u>Week 2: KG/s and Overview</u></p> <p><b>Lesson 5 –</b>          KG: To <b>analyse</b> how Golding’s use of language develops our impressions of Piggy, Jack and Simon in Chapter 3</p>	<p><b>Lesson 5 –</b> This lesson intends to give students the opportunity to begin to analyse and understand Golding’s wider intentions with the characters of Piggy, Jack and Simon and what ideas they symbolise in the novel.</p> <p>Feeds on from the study of the themes and concepts of previous Units such as Dystopia from Term 3, ‘Macbeth’, ‘The Crucible’ and the Bible and religious studies from Year 7.</p> <p>Feeds forward to next lessons where students will read Chapter 4 and consider how their impressions of the characters and themes develop.</p> <p>Feeds forward to the study of ‘Much and Ado About Nothing’ and ‘Of Mice and Men’ as full GCSE texts, as well as of the Literature texts.</p>	<p><b>Lesson 5 -</b>  <b>New:</b> Furtive  <b>Retrieve:</b> Zoomorphism</p>	<p><b>Lesson 5 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Read the opening of Chapter 3 where Jack is in the woods. Students make notes on what this reveals about Jack and the beginning of his descent into savagery. Read the rest of the Chapter 3 answer comprehension questions. Students consider how this Chapter develops their impressions of Piggy, Jack and Simon. What could Golding be using their characters to symbolise?</li> </ol>	
<p><b>Lesson 6 –</b>          KG: To <b>analyse</b> and <b>evaluate</b> how the relationship between Jack and Ralph is presented in the extract</p>	<p><b>Lesson 6 –</b> This lesson intends to give students the opportunity to study how the emerging theme of savagery is presented through the way Roger and Jack are presented and the way this impacts on Jack’s relationship with Ralph. Students will study Golding’s language choices and how</p>	<p><b>Lesson 6 -</b>  <b>New:</b> Recrimination  <b>Retrieve:</b> Abhorrent</p>	<p><b>Lesson 6 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Read Chapter 4 up to where Jack paints his face. What is significant about Roger throwing rocks at Henry? What does it foreshadow? What is significant about</li> </ol>	

this has given them their impressions.

Feeds on from the study of the themes and concepts of previous Units such as Dystopia from Term 3, 'Macbeth', 'The Crucible' and the Bible and religious studies from Year 7.

Feeds forward to next lessons where students will read Chapter 5 and consider how their impressions of the characters and themes develop and how this links to the break-down of their community.

Feeds forward to the study of 'Much Ado About Nothing' and 'Of Mice and Men' as full GCSE texts, as well as of the Literature texts.

**Lesson 7 –**

KG: To **explain** how and why the community is beginning to break down in Chapter 5

**Lesson 7 –**

This lessons intends to allow students the opportunity to see how the community the boys have built is beginning to break down and for them to explore the factors that are contributing to this. They will link this to Golding's wider intentions and messages.

Feeds on from the study of the themes and concepts of previous Units such as Dystopia from Term 3,

**Lesson 7 –**

**New:** Mutiny

**Retrieve:** Adversary

Jack's 'mask'? What might this foreshadow? Read the rest of Chapter 4. Students write an analysis of how Ralph and Jack's relationship is beginning to break down.

**Lesson 7 –**

- 1.) Vocabulary and prior knowledge daily retrieval slides.
- 2.) Read Chapter 5 and make notes as they read about how the community is beginning to break down and the reasons why. Write an explanation of why the community is beginning to break down and what is responsible for this.

Reading Journal and Vocabulary Retrieval.

**Lesson 8 –**

KG – To **analyse** and **evaluate** how Jack and Ralph speak and behave in Chapter 5

'Macbeth', 'The Crucible' and the Bible and religious studies from Year 7.

Feeds forward to next lesson where students will analyse an extract from Chapter 5.

Feeds forward to the study of 'Much Ado About Nothing' and 'Of Mice and Men' as full GCSE texts, as well as of the Literature texts.

**Lesson 8 –** This lessons intends to give students the opportunity to practice the mini PEE analytical writing skill that they have been developing since Year 7 and will continue to use throughout Years 10 and 11. It also will encourage students to link their analysis to Golding's intentions.

Feeds on from the study of the themes and concepts of previous Units such as Dystopia from Term 3, 'Macbeth', 'The Crucible' and the Bible and religious studies from Year 7 where students had to write in the mini PEE method.

Feeds forward to next lessons where students will continue reading the novel to track the progression of the characters and themes.

**Lesson 8 –**

**New:** Inimical  
**Retrieve:** Haughty

**Lesson 8 –**

- 1.) Vocabulary and prior knowledge daily retrieval slides.
- 2.) Students read through the extract from the end of Chapter 5 and highlight 3-5 quotations that answer the following question: How do Jack and Ralph speak and behave here? Students explode their quotations and then have 25 minutes to answer the question using mini PEE.

**Lesson 9 –**

KG – To **describe** the effect of Golding’s use of foreshadowing in Chapter 6

Feeds forward to the study of ‘Much Ado About Nothing’ and ‘Of Mice and Men’ as full GCSE texts, as well as of the Literature texts where students will write GCSE style mini PEE essays.

**Lesson 9 –** This lesson intends to build upon students’ prior knowledge of how a writer can use foreshadowing to hint and future and events and build tension. Students will identify the elements of foreshadowing Golding uses and then describe their effects.

Feeds on from the study of the themes and concepts of previous Units such as Dystopia from Term 3, ‘Macbeth’, ‘The Crucible’ and the Bible and religious studies from Year 7.

Feeds forward to next lesson where students will continue reading the novel and explore how the fear of the beast leads to the breakdown of their civilisation.

Feeds forward to the study of ‘Much Ado About Nothing’ and ‘Of Mice and Men’ as full GCSE texts, as well as of the Literature texts.

**Lesson 10 –**

**Lesson 9 –**

**New:** Daunting

**Retrieve:** Expostulate

**Lesson 10 –**

**Lesson 9 –**

- 1.) Vocabulary and prior knowledge daily retrieval slides.
- 2.) Read the opening of Chapter 6 where the reader finds out about the dead pilot. Why does Golding want the read to know and not the characters? What technique is this called and what is its effect? Read the rest of Chapter 6. Identify the elements of foreshadowing Golding uses in this Chapter. Write a description of what you think each of the elements you’ve identified are going to foreshadow?

**Lesson 10 –**

KG – To **explain** how Golding uses Chapter 8 to show the breakdown of civilisation in the novel

**Lesson 11 –**

KG – To **explain** how Golding explores the theme

**Lesson 10 –** This lesson intends for students to explore the concepts of civilisation and savagery and begin to map the descent into savagery of Jack and the hunters and how this leads to the breakdown of his relationship with Ralph. Students will begin to consider what the different characters symbolise and how this links to Golding's intentions in writing the novel.

Feeds on from the study of the themes and concepts of previous Units such as Dystopia from Term 3, 'Macbeth', 'The Crucible' and the Bible and religious studies from Year 7.

Feeds forward to next lesson where students continue to explore the breakdown of Jack and Ralph's relationship and how this links to the breakdown of civilisation and the community the boys have created on the island.

Feeds forward to the study of 'Much Ado About Nothing' and 'Of Mice and Men' as full GCSE texts, as well as of the Literature texts.

**Lesson 11 –**

This lesson intends for students to consider the reasons why the

**New:**

Civilisation/Savagery

**Retrieve:** Dominant

**Lesson 11 –**

**New:** Insurrection

**Retrieve:** Cunning

- 1.) Vocabulary and prior knowledge daily retrieval slides.
- 2.) Read the opening of Chapter 7 until Jack says "use a little'un." Why is this moment in the novel significant? What is Golding foreshadowing through the extract of the boy's hunting the pig? Why is it interesting that Golding made Ralph part of this group? Read the rest of Chapter 8. What impression are we given of Jack and Ralph's relationship by the end of this chapter? How is the discovery of 'the beast' going to make the boys descend into savagery even further?

**Lesson 11 –**

Reading Journal and Vocabulary Retrieval.



of fear in Chapter 8 and how this leads to the breakdown of civilisation

boy's civilisation has broken down and the factor's responsible for this. They will consider the development of Ralph and Jack's relationships and how this is partially responsible, as well as the way the theme of fear is used by Golding and how this links to his intentions.

Feeds on from the study of the themes and concepts of previous Units such as Dystopia from Term 3, 'Macbeth', 'The Crucible' and the Bible and religious studies from Year 7.

Feeds forward to next lesson where students will read the rest of Chapter 8 and consider the symbolism of Simon, the sow's head and the conch.

Feeds forward to the study of 'Much and Ado About Nothing' and 'Of Mice and Men' as full GCSE texts, as well as of the Literature texts.

### Lesson 12 –

KG – To **analyse** the effect of Golding's use of symbolism in Chapter 8

### Lesson 12 –

This lesson intends for students to further explore Golding's use of symbolism through the character of Simon, the conch and the sow's head. Students will consider the effect of these symbols and the messages Golding is giving the reader, as well as how

### Lesson 12 –

**New:** Rapt/Malevolent  
**Retrieve:** Symbolism

- 1.) Vocabulary and prior knowledge daily retrieval slides.
- 2.) Read the opening of Chapter 8 until Jack walks away after being humiliated. How is Golding foreshadowing the breakdown of civilisation here? How does this link to the breakdown of the relationship between Jack and Ralph? Read the next part of Chapter 8 until Jack kills the sow and leaves the head for the beast. Why is this sacrifice and offering so important? Link back to the Bible studies from Year 7 and the concept of sacrifice. How might the concept of sacrifice have wider significance in the novel? Write an explanation of how Golding has shown the breakdown of civilisation so far in Chapter 8.

### Lesson 12 –

- 1.) Vocabulary and prior knowledge daily retrieval slides.
- 2.) Read the first extract of Simon looking at the sow's head. What is significant of the head being called 'The Lord of the Flies'? Why is it significant that Simon is the character

**Lessons 13 –**  
KG – To **analyse** the way Golding presents Jack's character in Chapter 9 and the significance of the events at the end of the chapter

this links to his intentions in writing the book.  
Feeds on from the study of the themes and concepts of previous Units such as Dystopia from Term 3, 'Macbeth', 'The Crucible' and the Bible and religious studies from Year 7.  
Feeds forward to next lesson where students read Chapter 9 and explore the character's descent into savagery even further.  
Feeds forward to the study of 'Much and Ado About Nothing' and 'Of Mice and Men' as full GCSE texts, as well as of the Literature texts.

**Lesson 13 –** This lesson intends for students to consider how Jack's character has developed from private school choir boy to savage dictator and to consider what Jack symbolises in the novel and how this links to Golding's intentions. Students will also consider the significance of Simon's death and how this marks the boy's true descent into savagery.

**Lesson 13 –**  
**New:** Demented  
**Retrieve:** Transgression

included in this extract? What have our previous impressions been of his character? Read the next section of Chapter 8 where Jack invites the boys to the feast. How is Jack presented here? How is he contrasted against Ralph? Why did Piggy think Jack wanted the conch? What has the conch symbolised for the boys up until this point? Why would Jack not be interested in the conch? Read the last extract of Chapter 8 where The Lord of the Flies speaks to Simon. What does the head reveal to Simon? What does the head symbolise? Write an explanation of what the conch, Simon and the pig's head symbolise in the novel.

**Lesson 13 –**  
1.) Vocabulary and prior knowledge daily retrieval slides.  
2.) Read the opening of Chapter 9 where Simon discovers the dead body of the pilot. Why is this moment significant and why is it Simon who Golding has discovered him? Read the rest of Chapter 9. How is Jack presented in this Chapter? What type of leader is he presented as? How does this

**Lesson 14 –**  
KG – To **explain** how your impression of Ralph, Piggy, Jack and Roger develops in Chapter 10

Feeds on from the study of the themes and concepts of previous Units such as Dystopia from Term 3, 'Macbeth', 'The Crucible' and the Bible and religious studies from Year 7.

Feeds forward to the study of 'Much and Ado About Nothing' and 'Of Mice and Men' as full GCSE texts, as well as of the Literature texts.

**Lesson 14 –** This lesson intends for students to consider how Chapter 10 develops their impressions of the key characters and why Golding wants them to have this impression. Students will consider how the events of this Chapter link to Golding's overall intentions.

Feeds on from the study of the themes and concepts of previous Units such as Dystopia from Term 3, 'Macbeth', 'The Crucible' and the Bible and religious studies from Year 7.

Feeds forward to next lesson where students read Chapter 11 of the novel and continue to track the development of the characters and the themes of the novel.

Feeds forward to the study of 'Much Ado About Nothing'

**Lesson 14 –**  
**New:** Sadistic  
**Retrieve:** Tyrant

contrast to Ralph? Why is Simon's death a narrative turning point in the novel? What does his death symbolise?

**Lesson 14 –**

- 1.) Vocabulary and prior knowledge daily retrieval slides.
- 2.) Read the opening to Chapter 10 down to "we left early." How do Ralph and Piggy react to Simon's murder? What does this reveal about their characters and how they still symbolise civilisation? Why is it interesting that Golding included them in part of the group that killed Simon? What message could he be sending the reader? Read the next section of Chapter 10 down to "murmur swelled and died away." What is significant about Roger's reaction to hearing Jack has tied up and is torturing Wilfred? What does this reveal about his character? How does this link back to previous events?

Reading Journal and Vocabulary Retrieval.

**Lesson 15 –**  
KG – To **analyse** the significance of Piggy in the novel and what he symbolises

**Lesson 16 –**  
KG – To **analyse** the significance of the events of the final chapter

and 'Of Mice and Men' as full GCSE texts, as well as of the Literature texts.

**Lesson 15 –** This lesson intends for students to explore the significance of Piggy's character and how he symbolises civilisation, rational, intelligent thinking and law and order.

Feeds on from the study of the themes and concepts of previous Units such as Dystopia from Term 3, 'Macbeth', 'The Crucible' and the Bible and religious studies from Year 7.

Feeds forward to next lesson where students will read the final chapter of the novel and explore how the novel resolves.

Feeds forward to the study of 'Much Ado About Nothing' and 'Of Mice and Men' as full GCSE texts, as well as of the Literature texts.

**Lesson 16 –** This lesson intends for students to explore how Golding chooses to end the novel and the final

**Lesson 15 –**  
**New:** Cogent  
**Retrieve:** Totalitarian

**Lesson 16 –**  
**New:** Trepidation  
**Retrieve:** Disconsolate

What could it foreshadow?  
How does our impression of Jack as a leader develop in this Chapter? Read the final section of the Chapter. Why is the stealing of Piggy's glasses such an important moment in the novel? What does it symbolise?

**Lesson 15 –**

- 1.) Vocabulary and prior knowledge daily retrieval slides.
- 2.) Read the opening of Chapter 11 down to "seeing him for the first time." How does Golding show Piggy, Ralph and Sam and Eric clinging hold of civilisation in this section? Read the rest of Chapter 11. How does this Chapter develop your impression of Jack and Roger? How does Golding foreshadow Roger's murder of Piggy? What is significant about Piggy's final speech? What does the destruction of the conch symbolise? Why is Piggy such an important character in the novel? What does he symbolise?

**Lesson 16 –**

- 1.) Vocabulary and prior knowledge daily retrieval slides.

**Lesson 17 –**  
KG – To **analyse** how  
Golding presents the  
themes of the novel

impression he gives us of Jack and Ralph and why this is significant. Students can use their knowledge of the ending of the novel to begin to consider the overarching themes of the novel.

Feeds on from the study of the themes and concepts of previous Units such as Dystopia from Term 3, 'Macbeth', 'The Crucible' and the Bible and religious studies from Year 7.

Feeds forward to the study of 'Much Ado About Nothing' and 'Of Mice and Men' as full GCSE texts, as well as of the Literature texts.

**Lesson 17 –** This lessons intends for students to use their knowledge of the whole novel to track Golding's presentation of the key themes throughout and how certain characters reflect these themes.

Feeds on from the study of the themes and concepts of previous Units such as Dystopia from Term 3,

**Lesson 17 –**  
**New:** Theological  
**Retrieve:** Allegory

- 2.) Read the opening of Chapter 12 to the end of Ralph's conversation with Sam and Eric. What do the twins reveal about Jack and Roger here? What does Roger sharpening a stick at both ends mean? What does this action symbolise and reveal about Jack's tribe? Read the end of the Chapter. What would have happened if Jack and tribe had caught Ralph? How is Jack presented at the end of the chapter? Why is this significant? Students write the following quotation into their books: Ralph wept for the end of innocence, the darkness of man's heart, and the fall through the air of the true, wise friend called Piggy. Why is this quotation so significant?

**Lesson 17 –**

- 1.) Vocabulary and prior knowledge daily retrieval slides.
- 2.) Introduce students to the key themes of the novel: civilisation vs savagery, loss of innocence, the brutality of man, spirituality and religion (depending on the ability of the class you might want to introduce two of the more

**Lesson 18 –**  
KG – To **analyse** and **evaluate** how Jack is presented as different points of the novel

'Macbeth', 'The Crucible' and the Bible and religious studies from Year 7.

Feeds forward to next lesson where students will begin to plan for their GCSE style essay on how Jack is presented throughout the novel.

Feeds forward to the study of 'Much Ado About Nothing' and Of Mice and Men as full GCSE texts, as well as of the Literature texts.

**Lesson 18 –** This lesson intends to introduce students to the format of the GCSE Literature essay questions and allow them to begin planning their own essay question. They will consider how Golding uses language to present Jack throughout the novel, how he links to the key themes of the novel, what he symbolises and how he links to Golding's intentions in writing the novel.

Feeds on from all previous analytical writing and mini PEE practice in all previous Units.

Feeds forward to next lesson where students will continue planning for their assessment.

**Lesson 18 –**  
**New:** Fiend  
**Retrieve:** Ignominious

straightforward themes rather than all). Put students into groups and each group focuses on one theme and finding evidence for how Golding presents these themes throughout the novel and which characters these themes relate to. Each group then feedback to the rest of the class, where the class makes notes on what they have to say about their given theme.

**Lesson 18 –**

- 1.) Vocabulary and prior knowledge daily retrieval slides.
- 2.) Introduce students to the format and timings of the essays they will have to write in the Literature GCSE. Introduce students to the essay question they will answer for their assessment: How is Jack presented at different points in The Lord of the Flies? Give students the extract and they track through and identify 3-5 short quotations they will write about for that part of the essay. Then then look back through their books to decide 3 – 6 further quotations or direct references they will include in the 'wider novel'

Reading Journal and Vocabulary Retrieval.

**Lesson 19 –**

KG – To **analyse** and **evaluate** how Jack is presented as different points of the novel

This feeds forward to the GCSE Literature texts and how students will have to answer exam questions, as well as the study of 'Much Ado About Nothing' and 'Of Mice and Men', later-on in the year.

**Lesson 19 –** This lesson intends to introduce students to the format of the GCSE Literature essay questions and allow them to begin planning their own essay question. They will consider how Golding uses language to present Jack throughout the novel, how he links to the key themes of the novel, what he symbolises and how he links to Golding's intentions in writing the novel.

Feeds on from all previous analytical writing and mini PEE practice in all previous Units.

Feeds forward to next lesson where students write their essay.

This feeds forward to the GCSE Literature texts and how students will have to answer exam questions, as well as the study of 'Much Ado About Nothing' and 'Of Mice and Men' later-on in the year.

**Lesson 19 –**

**New:** Propriety  
**Retrieve:** Opression

section of their essay. Students should explode their quotations and consider how the language links to the key themes and Golding's intentions.

**Lesson 19 –**

- 1.) Vocabulary and prior knowledge daily retrieval slides.
- 2.) Read through the students model answer and identify strengths and areas of development. Go through exam criteria and consider why it was given the mark it was. Students continue their planning for their essay. Teacher further models how to write an effective overview and first mini PEE, modelling how to link to the themes and Golding's intentions.

**Lesson 20 –**  
KG – To **analyse** and **evaluate** how Jack is presented as different points of the novel

**Lesson 20 –** This lesson intends to introduce students to the format of the GCSE Literature essay questions and allow them to begin planning their own essay question. They will consider how Golding uses language to present Jack throughout the novel, how he links to the key themes of the novel, what he symbolises and how he links to Golding’s intentions in writing the novel.

Feeds on from all previous analytical writing and mini PEE practice in all previous Units.

This feeds forward to the GCSE Literature texts and how students will have to answer exam questions, as well as the study of ‘Much Ado About Nothing’ and ‘Of Mice and Men’ later-on in the year.

**Lesson 20 –**  
**N/A**

**Lesson 20 –**  
Students have the lesson to write their essay, using their exercise books, notes and previous models to help them.