

**Year 9 – Of Mice and Men** – This Unit intends to consolidate students prior learning in Years 8 and 9, of the 19<sup>th</sup> and 20<sup>th</sup> Century, through studying ‘Of Mice and Men’. This Unit intends for students to study the novel in the same way they would study the set texts for their Literature GCSE, through studying the context of the novel, Steinbeck’s intentions and the wider themes he chooses to explore. This Unit feeds forward to the study of all three set texts for the GCSE English Literature exam, as well as giving students the opportunity to answer a GCSE essay style question. This Unit feeds back conceptually to many of the previous texts and Units studied such as the Bible Studies Unit in Year 7, exploring how Steinbeck uses the Garden of Eden story from the Bible to link to the American Dream and George and Lennie’s dream. Through the study of themes such as prejudice and discrimination, this unit also feeds back to the study of the Unit on female representation in Literature, such as ‘Pride and Prejudice’, as well as texts such as ‘Animal Farm’ and ‘The Lord of the Flies’.

	<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>  <b>Lesson 1 –</b>            KG: To summarise the context of ‘Of Mice and Men’.</p>	<p><b>Lesson 1 –</b> This lesson intends for students to develop their knowledge of the context of ‘Of Mice and Men’, such as the Great Depression and Wall Street Crash, as well as the inequality, sexism and racism that was prevalent during this time.            Feeds on from the study of previous GCSE style texts such as ‘The Lord of the Flies’, ‘Animal Farm’, ‘The Crucible’ and ‘Macbeth’, where students had to link the context to the wider novel and study with character, key events and wider themes. Also links thematically the prejudice and discrimination explored in many of these texts, including the treatment of minority characters.            Feeds forward to next lesson where students will apply this contextual knowledge to the opening Chapter of the novel.            Feeds forward to the study of ‘Romeo and Juliet’, ‘A Christmas</p>	<p><b>Lesson 1 -</b>  <b>New:</b>            Migrant/American Dream  <b>Retrieve:</b>            Inequality</p>	<p><b>Lesson 1 –</b>            1.) Vocabulary and prior knowledge daily retrieval slides.            2.) Introduce students to the context of the novel including: The Wall Street Crash and the Great Depression, the dust bowl and migrant workers, the racism that existed and how women were viewed and treated. Students write a <b>summary</b> of what they have learnt.</p>	

	<p>Carol' and 'An Inspector Calls' in the Literature GCSE, as students will study this text in the same manner. They will study these GCSE texts, as well as practice linking the context of the novel to their understanding of it.</p>			
<p><b>Lesson 2 –</b> KG: To <b>explain</b> your first impression of George, Lennie and their relationship</p>	<p><b>Lesson 2 –</b> This lesson intends to introduce students to the two main characters of the novel, George and Lennie, and for them to consider how Steinbeck uses language to give the reader their first impressions of the characters and their relationship. Students will also consider one of the main themes of the novel: friendship, which they will be answering their final reading assessment on.          Feeds on from the study of previous GCSE style texts such as 'The Lord of the Flies', 'Animal Farm', 'The Crucible' and 'Macbeth', where students had to link the context to the wider novel and study with character, key events and wider themes. Also links thematically the prejudice and discrimination explored in many of these texts, including the treatment of minority characters.          Feeds forward to next lesson where students will analyse how these characters are presented in</p>	<p><b>Lesson 2 -</b> <b>New:</b> Itinerant <b>Retrieve:</b> Zoomorphism</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.) Introduce students to the theme of friendship and explain that, as we read, we will be exploring how this theme is portrayed through the characters of the novel. Read the opening of the novel and focus on the setting. Students revise what symbolism is and consider and what this opening setting could symbolise. Students read Chapter 1 of Of Mice and Men, discussing how George and Lennie are presented. Students then write an explanation of their first impressions of George and Lennie and their relationship.</li> </ol>	

	<p>Chapter 1 and link this to the context.</p> <p>Feeds forward to the study of 'Romeo and Juliet', 'A Christmas Carol' and 'An Inspector Calls' in the Literature GCSE, as students will study this text in the same manner they will study these GCSE texts, as well as practice linking the context of the novel to their understanding of it.</p>			
<p><b>Lesson 3 –</b>          KG: To <b>analyse</b> how George, Lennie and their relationship is presented in Chapter 1</p>	<p><b>Lesson 3 –</b> This lesson intends for students to use their knowledge of Chapter 1 from last lesson to do a deeper analysis of how Steinbeck uses deliberate language choices to develop our impressions of George, Lennie and their relationship and how this links to the context and Steinbeck's intentions.</p> <p>Feeds on from the study of previous GCSE style texts such as 'The Lord of the Flies', 'Animal Farm', 'The Crucible' and 'Macbeth', where students had to link the context to the wider novel and study with character, key events and wider themes. Also links thematically the prejudice and discrimination explored in many of these texts, including the treatment of minority characters.</p> <p>Feeds forward to next lesson where students will read Chapter 2 and consider their first impression of the next set of characters.</p> <p>Feeds forward to the study of 'Romeo and Juliet', 'A Christmas</p>	<p><b>Lesson 3 –</b>  <b>New:</b> Prejudice/ Discrimination  <b>Retrieve:</b> Solitary</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 revise what they learnt in lesson 1 about Steinbeck and his intentions in writing Of Mice and Men. Students re-read the extract where George loses his temper at Lennie in Chapter 1 and students <b>identify</b> short quotations that give them an impression of George, Lennie and their relationship. Students write 1 – 3 mini PEE paragraphs (depending on ability) in answer to the following question: How are George, Lennie and their relationship presented in the extract? Students should link their analysis to the context of the novel and to Steinbeck's intentions. Students then peer mark.</li> </ol>	

	<p>Carol’ and ‘An Inspector Calls’ in the Literature GCSE, as students will study this text in the same manner. They will study these GCSE texts, as well as practice linking the context of the novel to their understanding of it.</p>			
<p><b>Lesson 4 –</b>        KG: To <b>summarise</b> your first impressions of the Bunk House, the Boss and Candy in Chapter 2</p>	<p><b>Lesson 4 –</b> This lesson intends for students to consider the symbolism of the Bunk House and how this links to the context of the novel, as well as considering their first impressions of the Boss and Candy and the role they think they will play in the novel.</p> <p>Feeds on from the study of previous GCSE style texts such as ‘The Lord of the Flies’, ‘Animal Farm’, ‘The Crucible’ and ‘Macbeth’, where students had to link the context to the wider novel and study with character, key events and wider themes. Also links thematically the prejudice and discrimination explored in many of these texts, including the treatment of minority characters.</p> <p>Feeds forward to next lesson where students will read the rest of Chapter 2 and meet the final characters in the novel.</p> <p>Feeds forward to the study of ‘Romeo and Juliet’, ‘A Christmas Carol’ and ‘An Inspector Calls’ in the Literature GCSE, as students will study this text in the same manner. They will study these GCSE texts, as well as practice</p>	<p><b>Lesson 4 –</b>  <b>New:</b> Imperious  <b>Retrieve:</b> Cunning</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 the opening description of the Bunk House and list the feature that are described. Students <b>summarise</b> what these features could symbolise and what this reveals about the migrant workers and their life. Students then continue reading Chapter until Candy leaves. Students write a <b>summary</b> of their first impression of Candy and consider what he might symbolise in the text. Students then continue reading until the Boss leaves. Students write a <b>summary</b> of their first impressions of the Boss and consider what he might symbolise in the text.</li> </ol>	<p>Reading Journal and Vocabulary Retrieval.</p>

	linking the context of the novel to their understanding of it.			
<p><u>Week 2: KG/s and Overview</u></p> <p><b>Lesson 5 –</b> KG: To summarise your first impression of Curley’s Wife, Curley and Slim</p>	<p><b>Lesson 5 –</b> This lesson intends for students to consider their first impressions of Curley’s Wife, Curley and Slim and consider what they might symbolise and how this links to Steinbeck’s intentions. Students should also consider what Steinbeck might be foreshadowing through these three characters.</p> <p>Feeds on from the study of previous GCSE style texts such as ‘The Lord of the Flies’, ‘Animal Farm’, ‘The Crucible’ and ‘Macbeth’, where students had to link the context to the wider novel and study with character, key events and wider themes. Also links thematically the prejudice and discrimination explored in many of these texts, including the treatment of minority characters.</p> <p>Feeds forward to next lesson were students will use their knowledge of the characters to prepare for their writing assessment.</p> <p>Feeds forward to the study of ‘Romeo and Juliet’, ‘A Christmas Carol’ and ‘An Inspector Calls’ in the Literature GCSE, as students will study this text in the same manner. They will study these GCSE texts, as well as practice linking the context of the novel to their understanding of it.</p>	<p><b>Lesson 5 -</b> <b>New:</b> Pugnacious <b>Retrieve:</b> Demure</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.) Students read the next part of Chapter 2 to where George and Lennie stop talking about Curley’s Wife after they meet her. Students write a summary of their first impressions of Curley’s Wife and what they think she symbolises in the novel, as well as what her character could foreshadow. Students continue read the next section of Chapter 2 and stop after Curley leaves. Students write a summary of their first impressions of Curley and what they think he symbolises in the novel, as well as what his character could foreshadow. Students read the rest of Chapter 2 and write a summary of their first impression of Slim’s character, what he might symbolise and what he might foreshadow.</li> </ol>	
<b>Lesson 6 –</b>	<b>Lesson 6 –</b> This lesson to use their prior knowledge of the character	<b>Lesson 6 -</b> <b>New:</b> Transitory	<b>Lesson 6 –</b>	

<p>KG: To use language choices for deliberate effect and to demonstrate your knowledge of the character and context of the novel</p>	<p>from 'Of Mice and Men' to write a diary entry from their point of view about their time on the ranch. Students will need to use their first impression of the characters as a starting point for their creative writing, considering how they want to portray their character and how they want to use language to deliberately portray that character a certain way.</p> <p>Feeds on from previous writing assessments, such as their Detective Story, Workhouse report, Animal Farm speech and Dystopian narrative.</p> <p>Feeds forward to next lesson where students will complete their writing assessment.</p> <p>Feeds forward to both the Narrative Writing and Transactional Writing components for the GCSE Language exam.</p>	<p><b>Retrieve:</b> Oppression</p>	<ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Introduce students to the writing assessment: Pick one of the characters from Of Mice and Men and write a diary entry where the character writes about a typical day on the Ranch and how they feel about being there. Students should use their first impression of their chosen character as a starting point and consider what their day to day life would be like and how they would have been affected by society at the time. Students should plan the beginning, middle and end to their diary entry and consider how they are going to use deliberate language choices to present their character and their thoughts and feelings. Teacher model an effective example of this. Students plan their diary entry.</li> </ol>	
<p><b>Lesson 7 –</b> KG: To use language choices for deliberate effect and to demonstrate your knowledge of the character and context of the novel</p>	<p><b>Lesson 7 –</b> This lesson intends for students to complete their writing assessment, using last lesson's planning and modelling.</p> <p>Feeds on from previous writing assessments, such as their Detective Story, Workhouse report, Animal Farm speech and Dystopian narrative.</p> <p>Feeds forward to next lesson where students will continue to read the novel and consider how</p>	<p><b>Lesson 7 –</b> N/A</p>	<p><b>Lesson 7 –</b></p> <ol style="list-style-type: none"> <li>1.) Students revise their planning from last lesson and the teacher model.</li> <li>2.) Students have 40 minutes to complete their assessment. When this is completed students can peer mark.</li> </ol>	<p>Reading Journal and Vocabulary Retrieval.</p>

	<p>their impressions of the characters and the themes develop. Feeds forward to both the Narrative Writing and Transactional Writing components for the GCSE Language exam.</p>			
<p><u>Week 3: KG/s and Overview</u> <b>Lesson 8 –</b> KG: To <b>analyse</b> how the theme of power and status is presented in Chapter 3</p>	<p><b>Lesson 8 –</b> This lesson intends for students to consider the next theme of the novel, power and status and how this is presented through the characters and events of Chapter 3, particularly through the characters of Slim, Carlson, Candy and Curley. Students will also consider the significance of the shooting of Candy’s dog. Feeds on from the study of previous GCSE style texts such as ‘The Lord of the Flies’, ‘Animal Farm’, ‘The Crucible’ and ‘Macbeth’, where students had to link the context to the wider novel and study with character, key events and wider themes. Also links thematically the prejudice and discrimination explored in many of these texts, including the treatment of minority characters. Feeds forward to next lesson where students will continue to explore the themes of the novel when introduced to Crooks’ character. Feeds forward to the study of ‘Romeo and Juliet’, ‘A Christmas Carol’ and ‘An Inspector Calls’ in the Literature GCSE, as students</p>	<p><b>Lesson 8 –</b> <b>New:</b> Derogatory <b>Retrieve:</b> Acquiescence</p>	<p><b>Lesson 8 –</b> 1.) Vocabulary and prior knowledge daily retrieval slides. 2.) Students complete their power and status hierarchy pyramid based on their prior knowledge of the first two Chapters of the novel. Read the opening of the novel to Slim saying “take a shovel” and students fill in the resource, considering how Slim’s power and status is presented. Students will also consider how the shooting of Candy’s dog is significant and what it might foreshadow. Students read the rest of Chapter 3. Students complete the activity considering how Curley’s Wife is presented and how, even when she isn’t present, she is presented as being both powerful and powerless. Students then complete the final activity, considering how power and status is presented through Curley and Lennie’s fight.</p>	

	will study this text in the same manner. They will study these GCSE texts, as well as practice linking the context of the novel to their understanding of it.			
<p><b>Lesson 9 –</b>            KG: To <b>explain</b> the prejudice and discrimination black people suffered from in 20<sup>th</sup> Century America</p>	<p><b>Lesson 9 –</b> This lesson intends to develop students contextual understanding of the racism that existed in 20<sup>th</sup> Century America and why Steinbeck chose to include a black character on the Ranch and how this links to his intentions and the presentation of the theme of prejudice and discrimination.</p> <p>Feeds on from the study of previous GCSE style texts such as 'The Lord of the Flies', 'Animal Farm', 'The Crucible' and 'Macbeth', where students had to link the context to the wider novel and study with character, key events and wider themes. Also links thematically the prejudice and discrimination explored in many of these texts, including the treatment of minority characters.</p> <p>Feeds forward to next lesson where students will read the rest of Chapter 4 to develop their impression of Crooks' character further.</p> <p>Feeds forward to the study of 'Romeo and Juliet', 'A Christmas Carol' and 'An Inspector Calls' in the Literature GCSE, as students will study this text in the same manner. They will study these GCSE texts, as well as practice</p>	<p><b>Lesson 9 –</b>  <b>New:</b> Lynch  <b>Retrieve:</b>            Dehumanise</p>	<p><b>Lesson 9 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Develop students understanding of the racism that existed in 20<sup>th</sup> Century America and why it existed and what life was like for black people during this time. Play students 'Strange Fruit' and discuss their first impressions. Read lyrics and fill in resource to record their interpretation of the lyrics. Read the opening of Chapter 4 where Crooks' room is described. Students use all of the information they have learnt this lesson to write an <b>explanation</b> of the prejudice and discrimination black people suffered from in 20<sup>th</sup> Century America.</li> </ol>	



	linking the context of the novel to their understanding of it.			
<p><b>Lesson 10 –</b>          KG: To <b>analyse</b> how Steinbeck creates sympathy for Crooks, Lennie and Curley’s Wife in Chapter 4</p>	<p><b>Lesson 10 –</b> This lesson intends for students to finish reading Chapter 4 and consider how Steinbeck develops our impression of, and makes us feel sympathy for, Crooks, Lennie and Curley’s Wife and how this links to the themes of prejudice and discrimination and loneliness. Feeds on from the study of previous GCSE style texts such as ‘The Lord of the Flies’, ‘Animal Farm’, ‘The Crucible’ and ‘Macbeth’, where students had to link the context to the wider novel and study with character, key events and wider themes. Also links thematically the prejudice and discrimination explored in many of these texts, including the treatment of minority characters. Feeds forward to next lesson where students read Chapter 5 and consider how this develops their impressions of Lennie and Curley’s Wife, as well as the themes studied so far. Feeds forward to the study of ‘Romeo and Juliet’, ‘A Christmas Carol’ and ‘An Inspector Calls’ in the Literature GCSE, as students will study this text in the same manner. They will study these GCSE texts, as well as practice linking the context of the novel to their understanding of it.</p>	<p><b>Lesson 10 –</b>  <b>New:</b> Segregate  <b>Retrieve:</b>          Patriarchal</p>	<p><b>Lesson 10 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Revise what they learnt last lesson about prejudice and discrimination and introduce them to the theme of loneliness. Read the rest of Chapter 4 and complete resources to explore how Steinbeck creates sympathy for Lennie, Crooks and Curley’s Wife and how this sympathy links to the themes of prejudice and discrimination and loneliness.</li> </ol>	

<p><b>Lesson 11 –</b>          KG: To <b>analyse</b> how Steinbeck creates sympathy for Curley’s Wife in Chapter 5</p>	<p><b>Lesson 11 –</b> This lesson intends for students to consider how Curley’s Wife has been presented throughout the novel and how Steinbeck creates sympathy for her in Chapter 5. Students will also consider how her character links to the key themes students have studied so far, as well as the theme of friendship, which their reading assessment will focus on.</p> <p>Feeds on from the study of previous GCSE style texts such as ‘The Lord of the Flies’, ‘Animal Farm’, ‘The Crucible’ and ‘Macbeth’, where students had to link the context to the wider novel and study with character, key events and wider themes. Also links thematically the prejudice and discrimination explored in many of these texts, including the treatment of minority characters.</p> <p>Feeds forward to next lesson where students will read the final Chapter of the novel and review their impression of the themes throughout the novel.</p> <p>Feeds forward to the study of ‘Romeo and Juliet’, ‘A Christmas Carol’ and ‘An Inspector Calls’ in the Literature GCSE, as students will study this text in the same manner. They will study these GCSE texts, as well as practice linking the context of the novel to their understanding of it.</p>	<p><b>Lesson 11 –</b>  <b>New:</b> Tolerant  <b>Retrieve:</b> Derision</p>	<p><b>Lesson 11 -</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students revise their previous impressions of Curley’s Wife and how her character links to the context of the novel. Students read Chapter 5 and complete the resource <b>analysing</b> how Steinbeck creates sympathy for Curley’s Wife and how her characters link to the themes of friendship, loneliness and prejudice and discrimination.</li> </ol>	<p>Reading Journal and Vocabulary Retrieval.</p>
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<p><u>Week 4: KG/s and Overview</u></p> <p><b>Lesson 12 –</b> KG: To <b>evaluate</b> the message and the character motivations at the end of the novel</p>	<p><b>Lesson 12 –</b> This lesson intends for students to evaluate Steinbeck’s message throughout Of Mice and Men and his intentions. Students will consider the effect of Steinbeck’s intentions and how he builds tension in the last section of the Chapter.</p> <p>Feeds on from the study of previous GCSE style texts such as ‘The Lord of the Flies’, ‘Animal Farm’, ‘The Crucible’ and ‘Macbeth’, where students had to link the context to the wider novel and study with character, key events and wider themes. Also links thematically the prejudice and discrimination explored in many of these texts, including the treatment of minority characters.</p> <p>Feeds forward to next lesson where students will consider the wider themes and symbolism of the novel. Feeds forward to the study of ‘Romeo and Juliet’, ‘A Christmas Carol’ and ‘An Inspector Calls’ in the Literature GCSE, as students will study this text in the same manner. They will study these GCSE texts, as well as practice linking the context of the novel to their understanding of it.</p>	<p><b>Lesson 12 –</b> <b>New:</b> Anguish <b>Retrieve:</b> Incarceration</p>	<p><b>Lesson 12 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Answer questions to recall their impression of the opening setting. Read the beginning of the chapter, up to “increasing brightness” and consider why Steinbeck has the novel end in the same place it begun and how Lennie is presented at both points of the novel. Then continue reading up to “back in Lennie’s brain” and make notes on what the two imaginary figures Lennie sees might symbolise. Read to the end of the Chapter and complete the tension worksheet, <b>analysing</b> how Steinbeck creates tension in the last part of the Chapter. Students write an <b>evaluation</b> of what Steinbeck’s message is at the end of the novel and whether he is successful in conveying this message to the reader.</li> </ol>	
<p><b>Lesson 13 –</b> KG: To <b>analyse</b> the themes and Steinbeck’s use of symbolism</p>	<p><b>Lesson 13 –</b> This lesson intends for students to work in groups to independently trace how the wider themes are presented throughout the novel, as well as Steinbeck’s use of symbolism.</p>	<p><b>Lesson 13 –</b> <b>New:</b> Impotent <b>Retrieve:</b> Symbolism</p>	<p><b>Lesson 13 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students revise Steinbeck’s intentions in writing the novel. Put students into pairs and give</li> </ol>	

<p>throughout Of Mice and Men</p>	<p>Feeds on from the study of previous GCSE style texts such as 'The Lord of the Flies', 'Animal Farm', 'The Crucible' and 'Macbeth', where students had to link the context to the wider novel and study with character, key events and wider themes. Also links thematically the prejudice and discrimination explored in many of these texts, including the treatment of minority characters.</p> <p>Feeds forward to next lesson where students begin planning their essay assessment in the themes of loneliness.</p> <p>Feeds forward to the study of 'Romeo and Juliet', 'A Christmas Carol' and 'An Inspector Calls' in the Literature GCSE, as students will study this text in the same manner. They will study these GCSE texts, as well as practice linking the context of the novel to their understanding of it.</p>		<p>each pair one of the following themes, or elements of symbolism: friendship, loneliness, dreams, prejudice and discrimination, powerlessness (<i>impotence</i>) or symbolism: setting, animals, Lennie, George, Slim, Curley, Crooks, Curley's Wife, Candy. Students work in their pairs to create a short presentation (2 mins max) of their themes or symbolism. This should include quotations, context and link to Steinbeck's intentions. Each group feeds back to the rest of the class and the rest of the class make notes.</p>	
<p><b>Lesson 14 –</b> KG: To <b>analyse</b> and <b>evaluate</b> how Steinbeck presents the theme of loneliness in 'Of Mice and Men'</p>	<p><b>Lesson 14 –</b> This lesson intends for students to begin planning their GCSE style essay on how the themes of friendship is presented throughout the novel. Students will develop their prior knowledge of how to structure a GCSE style Literature essay.</p> <p>Feeds on from previous GCSE style essays, such as 'The Lord of the Flies' and 'Animal Farm', as well as previous extract practices, such as the 19<sup>th</sup> Century Literature, Gothic</p>	<p><b>Lesson 14 –</b> <b>New:</b> Companion <b>Retrieve:</b> Privilege</p>	<p><b>Lesson 14 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Introduce students to the essay question: How does Steinbeck present the theme of loneliness throughout the novel. Remind students of how to structure their answer: overview, extract, wider text. Read through the extract with the students, asking them to highlight quotations that show the theme of loneliness.</li> </ol>	<p>Reading Journal and Vocabulary Retrieval.</p>

	<p>Horror Unit and 'The Crucible' and 'Macbeth'.</p> <p>Feeds forward to next lesson where students will continue planning for their essay.</p> <p>Feeds forward to the study of 'Romeo and Juliet', 'A Christmas Carol' and 'An Inspector Calls' in the Literature GCSE, where students will use the same essay structure and technique.</p>		<p>Students pick 3 – short quotations they will choose to write about in their essay and explode them in their books, considering how the language presents the theme. Students should also link some of these quotations to the context of the novel and Steinbeck's intentions. Students then consider the theme of loneliness in the wider text and pick 3 – 6 short quotations OR direct references from the wider text that also explore the theme of loneliness and explode in their books.</p>	
<p><u>Week 5: KG/s and Overview</u>  <b>Lesson 15 –</b>          KG: To <b>analyse</b> and <b>evaluate</b> how Steinbeck presents the theme of loneliness in 'Of Mice and Men'</p>	<p><b>Lesson 15 –</b> This lesson intends for students to continue preparing for the GCSE style assessment essay, using teacher modelling to help them.</p> <p>Feeds on from previous GCSE style essays, such as 'The Lord of the Flies' and 'Animal Farm', as well as previous extract practices, such as the 19<sup>th</sup> Century Literature, Gothic Horror Unit and 'The Crucible' and 'Macbeth'.</p> <p>Feeds forward to next lesson where students will complete their assessment essay.</p> <p>Feeds forward to the study of 'Romeo and Juliet', 'A Christmas Carol' and 'An Inspector Calls' in the Literature GCSE, where students will use the same essay structure and technique.</p>	<p><b>Lesson 15 –</b>  <b>New:</b> Dejected  <b>Retrieve:</b>          Condemnation</p>	<p><b>Lesson 15 –</b></p> <ol style="list-style-type: none"> <li>1.) Vocabulary and prior knowledge daily retrieval slides.</li> <li>2.) Students continue and complete their planning from last lesson. Teach models and effective overview and first mini PEE paragraph. Students write a practice overview and first mini PRR paragraph and peer mark, setting targets for their assessment.</li> </ol>	

<p><b>Lesson 16 –</b>          KG: To <b>analyse</b> and <b>evaluate</b> how Steinbeck presents the theme of loneliness in ‘Of Mice and Men’</p>	<p><b>Lesson 16 –</b> This lesson intends for students to complete their GCSE style essay, using previous planning and teacher modelling to help support them.          Feeds on from previous GCSE style essays, such as ‘The Lord of the Flies’ and ‘Animal Farm’, as well as previous extract practices, such as the 19<sup>th</sup> Century Literature, Gothic Horror Unit and ‘The Crucible’ and ‘Macbeth’. Feeds forward to the study of Romeo and Juliet, A Christmas Carol and An Inspector Calls in the Literature GCSE, where students will use the same essay structure and technique.</p>	<p><b>Lesson 16 –</b>          N/A</p>	<p><b>Lesson 16 –</b></p> <ol style="list-style-type: none"> <li>1.) Students revise their planning, teacher modelling and work from last lesson.</li> <li>2.) Students have 45 minutes to complete their essays using their previous planning and work to help support them.</li> <li>3.) End of Unit.</li> </ol>	<p>Reading Journal and Vocabulary Retrieval.</p>
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