

KESTEVEN AND SLEAFORD HIGH SCHOOL

English Scheme of Learning

Year 7 – Term 5-6 Animal Farm

Intent – Rationale

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

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 7 – Term 4 – Analysis of persuasive speeches and rhetorical devices; writing own persuasive letters/speeches using FOURSPADES devices</p> <p>Year 7 – Term 5 – Poetry analysis will return when considering the form, structure and poetic devices within the anthems in the text</p>	<p>Year 8 - Term 1- The creation of a persuasive speech based on a key issue identified in Shakespeare's MAAN or Macbeth and Term 3 – analysing and comparing the effects of persuasive advertisements</p> <p>Year 9 - Term 1- The creation of a persuasive speech based on a key issue identified in Educating Rita and Term 4 – Language Paper 2 – both section A and section B</p> <p>Year 10 – Terms 3/4 – 'An Inspector Calls' – understanding of capitalism and socialism in society and history</p> <p>Year 10 - Term 5 - Language Paper 2 – both section A and section B</p> <p>Year 11- Term 4 - Language Paper 2 – both section A and section B Mocks</p> <p>KS5 – Components in English A level Language (EDQUAS) – Language and Power Component 1 & creative writing - Component 3</p>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<p>History – political systems, capitalism/socialism, Russian Revolution, dictatorships</p> <p>Religious studies – equality, tolerance; religious influence relating to Moses and 'Sugar Candy Mountain'</p> <p>Computing – research tasks combine computing skills with historical research</p> <p>PSHE – considering community, responsibility, truth, relationships, peer pressure, duty, power, equality</p>	<p>BV1-5</p> <p>SP1, SP3</p> <p>M1-3</p> <p>SO3</p> <p>C1-4</p> <p>GB4a-i</p>

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

Intent – Concepts

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

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Know

To know the conventions of a fable
To know what it means for a text to be satirical or allegorical
To know the foundations of effect rhetoric
To know a range of persuasive devices used in the media and propaganda
To know the key characters of the text and their connections to historical figures

Apply

The skills of inference when studying characterisation
The skills of critical thinking and debate
The skills of language analysis and identification of writer's choices and their specific effects
The skills of organising a piece of writing based on opinion and point of view
The skills of using a range of persuasive devices

Extend

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

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What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Aristotle (Logos/Pathos/Ethos) • FOURSPADES terminology for persuasive devices • Satire • Allegory • Fable • Irony • Dictatorship/totalitarian • Capitalism/communism/Marxism/socialism 	<ul style="list-style-type: none"> • Peer-assessment • Teacher assessment • Self-assessment • Questioning

	Lesson title	Non-negotiable Content	Suggested activities and Resources
Week 1			
Week 2			
Week 3			

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Week 4			